



FIRST THINGS FIRST

The right system for bright futures

**Arizona Early Childhood Development and Health Board
Cochise First Things First Regional Office
3643 B South Highway 92
Sierra Vista, Arizona 85650**

**Pre-K Expansion
Cochise Regional Partnership Council**

**Request for Grant Application (RFGA)
FTF-RC002-11-0293-00**

Deadline	Grant Applications shall be submitted on or before 11:00 a.m. (Arizona MST) on May 21, 2010 at the Cochise First Things First Regional Office, 3643 B South Highway 92, Sierra Vista, Arizona 85650.
Procurement Guidelines	<p>In accordance with A.R.S §41-2701, competitive sealed grant Applications for the services specified within this document will be received by First Things First at the above-specified location until the time and date cited. Grant Applications received by the correct time and date will be opened and the name of each Applicant will be publicly read.</p> <p>Grant Applications must be in the actual possession of First Things First on or prior to the exact time and date indicated above. Telefaxed, electronic, or late grant Applications <u>shall not</u> be considered.</p> <p>Grant Applications must be submitted in a sealed envelope with the RFGA Number and the Applicant's name and address clearly indicated on the envelope.</p> <p>All Applications must be typewritten and a complete grant Application returned along with the offer by the time and date cited above. Additional instructions for preparing a grant Application are included within this document.</p> <p>Applicants are strongly encouraged to read the entire Request for Grant Application document carefully.</p> <p>It is the sole responsibility of Applicants to check the First Things First website for any changes to this RFGA, http://azftf.gov.</p>
Pre-Application Conference	Prospective Applicants are encouraged to attend a Pre-Application Conference on April 14, 2010 at 12:00 p.m. at the Sierra Vista Library, 2600 East Tacoma Street, Sierra Vista, Arizona 85635. The purpose of the meeting is to discuss and clarify this Request for Grant Application.
Special Accommodations	Persons with a disability may request reasonable accommodation such as a sign language interpreter by contacting the Grants and Contracts Procurement Specialist at grants@azftf.gov or via Fax (602) 265-0009. Requests should be made as early as possible to allow time to arrange the accommodation.
Contract Information	<p><u>Service</u>: First Things First Regional Funding</p> <p><u>Contract Type</u>: Cost Reimbursement</p> <p><u>Contract Term</u>: The effective date of this Contract shall be the date that the First Things First designee signs the Offer and Acceptance form or other official contract form (estimated August 1, 2010) and shall remain in effect until June 30, 2011, unless terminated, cancelled or extended as otherwise provided herein.</p>
Contact Information	<p>Grants and Contracts Procurement Specialist</p> <p>First Things First</p> <p>Fax: (602) 265-0009</p> <p>Email: grants@azftf.gov</p>



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CERTIFICATION

TO THE STATE OF ARIZONA, ARIZONA EARLY CHILDHOOD DEVELOPMENT AND HEALTH BOARD:

If awarded a grant, the Undersigned hereby agrees to all terms, conditions, requirements and amendments in this request for grant Application and any written exceptions, as accepted by the Arizona Early Childhood Development and Health Board in the Application.

APPLICANT OFFER

Arizona Transaction (Sales) Privilege Tax License No.: _____ Name of Point of Contact Concerning this Application: _____

_____ Name: _____

Federal Employer Identification No.: _____ Phone: _____ Fax: _____

_____ E-Mail: _____

_____ Signature of Person Authorized to Sign Offer

_____ Printed Name

_____ Title

By signature in the Offer section above, the Applicant certifies:

1. The submission of the Application did not involve collusion or other anti-competitive practices.
2. The Applicant shall not discriminate against any employee or Applicant for employment in violation of Federal Executive Order 11246, State Executive Order 99-4 or A.R.S. §41-1461 through §1465.
3. The Applicant has not given, offered to give, nor intends to give at any time hereafter any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor, or service to a public servant in connection with the submitted offer. Failure to provide a valid signature affirming the stipulations required by this clause shall result in rejection of the offer. Signing the offer with a false statement shall void the offer, any resulting contract and may be subject to legal remedies provided by law.

ACCEPTANCE OF APPLICATION

The Application is hereby accepted. The Applicant is now bound to perform as stated in the Applicant's grant Application as accepted by the Arizona Early Childhood Development and Health Board and the Request for Grant Application document, including all terms, conditions, requirements, amendments, and/or exhibits.

This grant shall henceforth be referred to as Grant No. _____

Arizona Early Childhood Development and Health Board,
Awarded this _____ day of _____, 20____

Jeanne Weeks, Grants and Contracts Procurement Specialist

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What is the Arizona Early Childhood Development and Health Board (First Things First)?

In November 2006, Arizona voters passed Proposition 203, also known as **First Things First**, a citizen's initiative that funds quality early childhood development and health at the state and local level. The Proposition created a new state level board known as the Arizona Early Childhood Development and Health (AzECDH) Board, also known as the Board of First Things First, and the Regional Partnership Councils.

First Things First Mission

The mission of First Things First is to increase the quality of, and access to, early childhood programs that will ensure a child entering school arrives healthy and ready to succeed. This mission will principally be achieved through regional grants tailored to the specific needs and characteristics of the communities that the regions serve, with a focus on demonstrating improved outcomes around First Things First's six goal areas prioritized by the challenges the regions face. This mission is also accomplished through statewide initiatives that have been prioritized by the Board of First Things First.

This statewide policy and regional perspective are critical to the success of the First Things First mission. Early childhood development and health system initiatives from First Things First will be coordinated through statewide initiatives and regional priorities.

First Things First Goal Areas

The First Things First initiative specifies that programs undertaken by the Arizona Early Childhood Development and Health Board and the Regional Partnership Councils are to accomplish one or more of the following Goal Areas:

- Improve the quality of early childhood development and health programs.
- Increase the access to quality early childhood development and health programs.
- Increase access to preventive health care and health screenings for children through age five.
- Offer parent and family support and education concerning early childhood development and literacy.
- Provide professional development and training for early childhood development and health providers.
- Increasing coordination of early childhood development and health programs and provide public information about the importance of early childhood development and health.

What is the Funding Source?

The First Things First initiative provides for the distribution of funding through both statewide and regional grants.

Of the monies expended in a fiscal year from the First Things First program account, no more than ten percent may be used to fund statewide grants or programs. Statewide programs are considered those implemented across regional boundaries and are designed to benefit Arizona's children as a whole.

This Request for Grant Application is specifically dedicated to funding regional programs. Regional funding is based on the approval of the Regional Partnership Council funding plans submitted to the Board of First Things First.

The Regional Partnership Council that is involved in the release of this Request for Grant Application is the Cochise Regional Partnership Council.

Who is Eligible to Apply for this Funding Opportunity?

First Things First awards grants to:

- Non-profit 501 (c) (3) organizations providing services in Arizona (both secular and faith-based)
- Units of Arizona government (local, county and state entities as well as schools and school districts)
- Federally recognized Tribal governments or entities providing services within Arizona
- Arizona institutions of higher learning (colleges and universities)
- Private organizations providing services in Arizona

All potential Applicants must demonstrate organizational, fiscal and programmatic capacity to meet the requirements described in the scope of work listed in this RFGA.

What is the Total Funding Amount Available in this Request for Grant Application?

This is an eleven (11) month contract for the fiscal year ending June 30, 2011 with an option for renewal for two (2) additional twelve (12) month periods. Total funds available are approximately \$100,000 for the first funding period. First Things First reserves the right not to award the entire amount of available funds or to award an amount that is greater than the posted available funds. Renewal will be contingent upon satisfactory contract performance, evaluation and availability of funds. One or multiple awards may be made. The target number of children to be served is 20 to 35 four and five year old children, not enrolled in kindergarten.

Scope of Work: What Will This Grant Fund?

Background

A needs and assets assessment of the region found that families in the community are limited to the number of choices they have for early care and education. According to the Cochise County Kindergarten teacher survey conducted in early 2008, 71 percent of the teachers felt that less than half of all incoming students were ready for kindergarten because they lacked

basic knowledge and skills. Of these teachers, 94 percent agreed that developmentally appropriate preschool programs are helpful in preparing a child for school. Three-fourths (76.5 percent) of these teachers stated that less than a quarter of children entering kindergarten could recognize the relationship between letters and sounds. When asked about preschools, 94 percent of educators agreed that developmentally appropriate preschool programs are important in preparing a child for school.

There is a need for expanding quality prekindergarten programs to prepare children for success in school and support education among young children in the Region. Every young child in Arizona should have equal opportunity for high-quality early care and education that promotes their social, emotional, cognitive and physical development.

This strategy addresses this identified need by allocating funds to support the expansion of prekindergarten programming for children who may not otherwise have access to high quality early care and education during the one year prior to their kindergarten entry by either increasing the number of hours children participate in a high quality prekindergarten program or by increasing the number of children served in a prekindergarten program.

Inherent in this strategy is the principle that all families, regardless of income, children's abilities or other factors have the right to access a high quality early childhood program. Ensuring that all children have such access requires the use of a "mixed delivery" system of early care and education. In utilizing a mixed delivery system, this strategy supports access to a wide array of program types, including public school programs, private, for-profit programs, and non-profit programs. Therefore, this strategy includes methods by which early care and education programs work collaboratively to provide services to preschool aged children in these various settings.

High quality early care and education programs maintain the following:

- Safe, healthy environments that support children's learning in ways that are stimulating, engaging and developmentally appropriate
- High quality instructional staff members who have the education, knowledge and expertise to support children's interactions and facilitate their learning
- Administrative systems that support staff development, retention and collaboration with the community
- High levels of engagement by families in their child's program

Strategy Overview

The Cochise Regional Partnership Council has identified the need for high quality early care and education experiences for four and five-year-old children not enrolled in kindergarten to help prepare them for success in Kindergarten.

Target Population

The target population for this funding opportunity is approximately 20 to 35 children at least four years of age on or before September 1 of the program year and up to five years of age and not enrolled in Kindergarten.

Geographic Boundaries

The Cochise Regional Partnership Council serves, and applications submitted in response to this RFGA must serve, the communities of Cochise County and all of the City of Benson 85602 zip code. Applicants responding to this RFGA must be able to provide services throughout the region.

Implementation Requirements

The Cochise Regional Partnership Council has developed a strategy to expand early education and classroom experience for four and five year old children through a Pre-Kindergarten program. High quality early childhood services are strongly linked to both academic and life-skills success among children, especially those from families with several risk factors such as low income, low education levels of parents/caregivers, etc.

Successful Applicants shall incorporate the best practice principles identified in the First Things First Early Care and Education Expansion in High Quality Prekindergarten Standards of Practice found in Exhibit A. The standards of practice include information on service delivery, enrollment, eligibility, and attendance, funding and match requirements, program and curriculum requirements, child screening and assessment, staff to child ration and class size, family involvement, kindergarten transition, community collaboration, and training and teacher qualifications. The Applicant shall provide an explanation for all standards of practice principles not addressed in the proposed program.

Successful Applicants will demonstrate the capacity to:

- Be inclusive of children with special developmental or healthcare needs
- Identify outreach, recruitment, and engagement and retention practices for participants/ families
- Ensure that the program uses developmentally, culturally, and linguistically appropriate and effective teaching practices that enhance each child's learning, development, and school preparedness
- Organize and coordinate parent workshops and parent education activities. Provide parents information on the importance of being actively involved in their child's education
- Provide parents resources and supplies that will allow them the ability to continue educating their child in the home
- Be familiar with other services in and outside the region in order to make necessary referrals
- Demonstrate program effectiveness and participate in data collection and reporting of performance measures
- Enroll eligible children, in order of qualified application

This Request for Grant Application is seeking Applicants to address these specific Goals and Key Measures:

First Things First Goal Area to be addressed:

- Quality and Access

First Things First Goals to be addressed:

- First Things First will improve access to quality early care and education programs and settings.
- First Things First will coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.
- First Things First will increase availability of early care and education settings.

First Things First Key Measures to be addressed:

- Total number of children enrolled/number of children proposed
- Number of children that received developmental and health screening/number of children served
- Percent of families that reported satisfaction with early education services/total families served
- Number of families recruited to participate/total families participating
- Number of trainings provided to parents/proposed number
- Number of trainings provided to early care and education providers/proposed number.
- Number of children that successfully completed the program/number of children proposed
- Number of early care and education providers recruited /target number
- Number of early care and education providers recruited or provided outreach related to serving children with special needs/target number
- Total number of new and continuing children with special needs served in programs that received outreach or technical assistance/ target number
- Number of providers reporting satisfaction with provided services (minimum questions provided by First Things First staff)/actual service number

For more information on First Things First Goal Areas, Goals and Key Measures, please visit:
http://www.azftf.gov/WhatWeDo/Impacting/Documents/azftf_Strategic_Road_Map2008.pdf

Standards of Practice

All programs submitted for consideration must comply with the following **First Things First Standards of Practice: Early Care and Education Expansion in High Quality Prekindergarten; Community Based Family Education; Developmental Screening Administration; Sensory Screening; See Exhibits A, B, C and D.**

Coordination

Coordination and collaboration among early childhood service providers is critical to developing a seamless service delivery system for children and families. Through coordination and collaboration, organizations begin to look at how they can change the way they work together so that they deliver services to children and families in new, more effective and efficient ways. As a result of coordination and collaboration, services are often easier to access and are implemented in a manner that is more responsive to the needs of the families. Coordination

and collaboration may also result in greater capacity to deliver services because organizations are working together to identify and address gaps in service.

Services and programs cannot be implemented in isolation. Successful applicants must demonstrate capacity to attend meetings and participate productively in coordination and collaboration activities occurring within the First Things First region being served. In order to accomplish this, Applicants should plan the appropriate staffing and budget to support travel to and attendance at monthly meetings within the regional area.

In order to promote regional and statewide service coordination First Things First grantees may also be requested to participate in regional and statewide meetings. First Things First staff and Regional Councils will identify these additional coordination and collaboration opportunities. To ensure the capacity to participate in these activities, Applicants should plan the appropriate staffing and budget to support travel to and attendance at five additional meetings, four within the region or in a neighboring region and one in the Phoenix area. All travel related costs for these trainings and meetings should be included in the Applicant's budget.

This RFGA requires coordination with other First Things First funded programs and community resources to insure that children receive the health, dental, mental, developmental, health screening and follow-up services as needed.

Program Specific Data Collection

All successful Applications will be provided with data reporting requirements by First Things First and will meet the requirements of the evaluation including, but not limited to, timely and regular reporting and cooperation with all First Things First evaluation activities. Timely and regular reporting of all performance and evaluation data including the electronic submission (through First Things First secure web portal known as PGMS) of data identified in data reporting templates (which will follow the First Things First general orientation).

First Things First reporting requirements will be aligned with the Goals, Key Measures, and Performance Measures identified in each Scope of Work. The purpose of the First Things First data submission is to determine the extent to which the program has accomplished the stated goals and key measures, through reporting on program implementation as well as program outcomes (as appropriate and identified in the performance measures).

Successful Applicants agree to participate in the First Things First evaluation and any program specific evaluation or research efforts. Successful Applicants are required to collaborate with the First Things First longitudinal evaluation. The provider must participate in child assessment activities associated with the longitudinal evaluation including tracking and reporting to First Things First data pertaining to participant attendance, enrollment, and demographic information; all of which must be maintained in a secure and confidential manner. In addition, Applicants agree to follow First Things First and evaluation consultants of First Things First to observe program activities on site and obtain parent consent for data collection related to evaluation efforts.

Performance Measures are defined by First Things First to determine the key impacts of the strategies, programs and approaches being implemented. Applicants will collect and report data to First Things First on the progress of achieving the Performance Measures. All Successful Applicants will receive training on specific reporting requirements. Reporting requirements will be detailed and specific and aligned with the performance measures. Data must be submitted in its raw form (e.g., number of children served/proposed service number = 52 actual children served/50 proposed service number). Based on specific strategic objectives, data will be reported for subgroups, for example, one group of strategies may require reporting of the number of children from birth through five, whereas other strategies will need to report numbers broken down to number of infants, toddlers, and preschoolers. Additional examples are the types of Early Care provider or family enrollment status. Examples of subgroups of Early Care providers are those licensed with the Arizona Department of Health Services, accredited, or regulated by Tribal authorities. Examples of family enrollment statuses are newly enrolled, continuing enrollment, or disenrolled.

Performance Measures for the purposes of this RFGA are as follows:

- Total number of children enrolled/number of children proposed
- Number of children that received developmental and health screening/number of children served
- Percent of families that reported satisfaction with early education services/total families served
- Number of families recruited to participate/total families participating
- Number of trainings provided to parents/proposed number
- Number of trainings provided to early care and education providers/proposed number
- Number of children that successfully completed the program/number of children proposed
- Number of early care and education providers recruited/target number
- Number of early care and education providers recruited or provided outreach related to serving children with special needs/target number
- Total number of new and continuing children with special needs served in programs that received outreach or technical assistance/target number.
- Number of providers reporting satisfaction with provided services (minimum questions provided by First Things First staff)/actual service number

How Will Applications be Evaluated?

The review committee will evaluate Applications and recommend those for an award based on the following criteria:

- Capacity of the Applicant for Addressing Needs (25%)
- Proposed Program or Strategy (25%)
- Implementation Activities (25%)
- Resource and Budget (10%)
- Evaluation Plan (15%)

Those Applicants not selected for funding will be notified in writing; however, pursuant to A.R.S. §41-2702 (E), all Applications shall not be open for public inspection until after grants are awarded. A.R.S. §41-2702 (G) also states the evaluator assessments shall be made available for public inspection no later than thirty (30) days after a formal award is made.

Application: Responding to the Scope of Work

To complete your Application, restate each of the questions numbered one through 25 and then provide a narrative response to each item unless noted. If the item requires a completed attachment, please reference that attachment within the narrative response when indicated.

Executive Summary (required – 1 page overview)

1. Provide a one (1) page narrative overview of the proposed project that includes a brief summary of the program or strategy, how it will be implemented, and the Applicant's capacity to implement this program and how success and outcomes will be measured.

Capacity for Addressing the Needs (25%)

This component creates a foundation for the proposal by focusing on: meeting the needs and building on assets; other individuals or groups who will play a role in the development or implementation of the program; and the capacity of the Applicant to meet the need and deliver the services.

Applicants must address Capacity for Addressing the Needs by completing the following questions and attachments, when applicable:

2. Identify any additional needs and assets data that supports the need/gap in service for the proposed program. Identify the sources of the data and how that data was collected.
3. Complete the First Things First Standard Data Collection Form (Attachment A). No additional narrative is required.
4. Provide a brief narrative description of your organization's capacity to address the needs and improve assets with similar programs previously implemented in the Regional Partnership Council area. Provide examples of experience implementing related programs and the outcomes of those programs. It should be noted that past performance on any grants might be taken into consideration in evaluation of your proposals. (In addition to the narrative, please complete Applicant's Experience, Attachment B.)
5. In order to implement the pre-kindergarten program, what capacity or infrastructure building will be needed? Describe any external agency partnerships, additional resources, establishing or strengthening relevant relationships with consultants or providers necessary for success implementation of the program or strategy.
6. Provide a brief narrative description of staff accountabilities and qualifications and list how much time each person will spend on the project. Further, describe how staff recruited will be geographically, culturally and linguistically responsive to the settings in which they work. In addition, complete Key Personnel Overview (Attachment C). You must also attach resumes for key individuals involved in the project or job descriptions for positions to be filled.

7. Provide a narrative description of the coordination and collaboration activities in which the organization is currently involved. What benefits has the organization realized as a result of participating in these coordination and collaboration activities? What benefits have service participants realized as a result of these activities?
8. Describe any additional coordination and collaboration activities that will occur as part of the implementation of the proposed strategy/program. What agencies/partners do you anticipate involving in these activities?

Strategies (25%)

This component identifies and describes the Applicant's program/strategy(ies) chosen to reach the stated Goals and Key Measures and also addresses the targeted individuals or groups to be reached.

Applicants must complete the following questions:

9. Provide a concise and descriptive narrative of the pre-kindergarten program being proposed addressing the standards of practice included in Exhibit A. This description should also describe how the Goal Area, Goals, and Key Measures would be improved by the proposed program. This narrative description should match your implementation plan (Attachment D) and describe what is being proposed. You may attach relevant scientific research proving the effectiveness of the proposed program
10. Describe the target population to be served by the identified program, be as specific as possible, and include targeted service numbers. Describe how the proposed program applies to the target population and how the program is culturally competent, age appropriate, and gender responsive.
11. Describe your organization's professional knowledge of the target population.
12. Describe how the target population will be recruited. Identify outreach, engagement and retention practices for participating children and families

Implementation

This component focuses on the steps that must be taken to put the strategy(ies) into action. It should include all the elements that will be required to operationalize the program.

Applicants must address Implementation Activities and Budget by completing the following questions:

Implementation Activities (25%)

13. Sequentially list the activities needed to operationalize the prekindergarten program including timelines and responsibilities using Attachment D, Implementation Plan. Any narrative necessary to describe the Implementation Plan should be included with Question 9.
14. Describe any anticipated barriers to implementation and your plans to overcome those barriers.
15. Is there specific training that might be needed for existing and/or new staff? Describe how and when this training will be delivered and how the training will enhance professional

development of staff specific to this project. This should also be included in the implementation plan (Attachment D).

Budget (10%)

The budget and budget narrative should provide a clear and concise explanation of the methods used to determine the amounts for each line item in the proposed program budget. All budget forms must be signed by an authorized agency representative.

16. Submit the Funds Requested Form (Attachment E). No additional narrative is required.
17. Submit the Line Item Budget (Attachment F) using only the budget categories listed on the form. No additional narrative is required.
18. Submit the Budget Narrative (Attachment G) using only the budget categories listed on the form.
19. Submit the Disclosure of Other Funding (Attachment H). This list should include all other sources of funding currently received from other State or public agencies, Federal agencies, non-profit organizations and other sources that will be applied to the proposed program/strategy(ies). Note that statute A.R.S. §8-1183 provides for a prohibition on supplanting of state funds by First Things First expenditures, meaning that no First Things First monies expended are to be used to take the place of any existing state or federal funding for early childhood development and health programs.
20. Describe your organization's business management system by completion of the Financial Systems Survey. Attach the Financial Systems Survey (Attachment I) to capture basic financial system/operational information to assess financial capacity early in the process. No additional narrative is required. As noted in the financial system survey, you are required to submit a complete copy of the most recent audited, reviewed or compiled financial statements as well as management letters and a schedule showing the TOTAL federal funds (by granting agency) expended by your agency for the most recent fiscal year. NOTE THAT ONLY ONE COPY OF EACH OF THESE DOCUMENTS NEEDS TO BE INCLUDED WITH THE APPLICATION MARKED "ORIGINAL".

Evaluation Plan (15%)

This component will address questions about how the program is working and what can be done to make the program more effective. The evaluation plan should be directly connected to the Goals, Key Measures, and Performance Measures and should determine the extent to which the program has accomplished the stated goals and key measures. The evaluation should also measure implementation fidelity by assessing which activities were implemented and the quality, strengths and weaknesses of the implementation.

Applicants must include a plan for Evaluation and Quality Improvement by completing the following questions.

21. Describe any additional program evaluation activities or data collection that will be undertaken during the implementation of the proposed strategy.
22. Who will have overall responsibility for the data collection and reporting? Be sure to include this person in your Key Personnel Overview (Attachment C).
23. How will the required data be collected? Describe how you will ensure that data entered into the First Things First web-based database after it has been collected is accurate and

- timely. What procedures will be in place to assure the quality of your data (e.g., training for data collectors, data collection forms, timeliness for administering tools, etc.)?
24. Complete the Evaluation Plan Overview table (Attachment J).
25. What resources (e.g., personnel, supplies, computer, etc.) will be needed to complete necessary activities related to the quality data input and data collection of the program? In addition to a narrative description, the funds dedicated to evaluation should be reflected in the budget.

Instructions to Applicants

A. Inquiries

1. Duty to Examine. It is the responsibility of each Applicant to examine the entire RFGA, seek clarification in writing (inquiries), and examine its' Application for accuracy before submitting the Application. Lack of care in preparing an Application shall not be grounds for modifying or withdrawing the Application after the Application due date and time, nor shall it give rise to any Contract claim.
2. RFGA Contact Person. Any inquiry related to an RFGA, including any requests for or inquiries regarding standards referenced in the RFGA shall be directed solely to the RFGA contact person. The Applicant shall not contact or direct inquiries concerning this RFGA to any other State employee unless the RFGA specifically identifies a person other than the RFGA contact person as a contact.
3. Submission of Inquiries. The Grants and Contracts Procurement Specialist identified in this RFGA, who is the contact for all inquiries except at the Pre-Application Conference, requires that an inquiry be submitted in writing. Any inquiry related to the RFGA shall refer to the appropriate RFGA number, page and paragraph. Do not place the RFGA number on the outside of the envelope containing that inquiry, since it may then be identified as an Application and not be opened until after the Application due date and time. Electronic inquiries are acceptable. First Things First shall consider the relevancy of the inquiry but is not required to respond in writing.
4. Timeliness. Any inquiry or exception to the RFGA shall be submitted as soon as possible and should be submitted at least seven days before the Application due date and time for review and determination by First Things First. Failure to do so may result in the inquiry not being considered for an RFGA Amendment.
5. No Right to Rely on Verbal Responses. An Applicant shall not rely on verbal responses to inquiries. A verbal reply to an inquiry does not constitute a modification of the RFGA.
6. RFGA Amendments. The RFGA shall only be modified by a formal written RFGA amendment. Formal written amendments are posted on the First Things First website, www.azftf.gov. It is the sole responsibility of the Applicant to check the website regularly.
7. Pre-Application Conference. A Pre-Application Conference has been scheduled for this RFGA and specific date, time and location are found on Page 2 of this RFGA. Applicants should raise any questions about the RFGA at that time. The Pre-Application Conference will clarify the contents of the RFGA in order to prevent any misunderstanding of First Things First's position.

Any doubt as to the requirements of the RFGA or any apparent omission or discrepancy should be presented to First Things First at the Conference. An Applicant may not rely on any verbal responses to questions at the Conference. Material issues raised at the Conference that result in changes to the RFGA shall be answered solely through a formal written RFGA amendment.

Attendance at the Pre-Application Conference is strongly encouraged, but not mandatory.

8. Persons with Disabilities. Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting the RFGA contact person. Requests shall be made as early as possible to allow time to arrange the accommodation.

B. Application Preparation

1. Forms. No facsimile or electronic mail Applications shall be accepted. An Application shall be submitted using the forms provided in this RFGA or on their substantial equivalent. Any substitute document for the forms provided in this RFGA must be legible and contain the same information requested on the forms, unless the RFGA indicates otherwise.
2. Technical Requirements. Applications will be reviewed initially for compliance with technical requirements. Noncompliance with these requirements may result in the Application being deemed non-responsive, and therefore, not susceptible to award.
 - Responses should be typed, single-spaced with one-inch margins or wider with a twelve (12)-point font used.
 - Applications are not to be bound in spiral binders or in 3-ring notebooks. Please submit the Application either stapled in the upper left-hand corner or use a binder clip.
 - Applications should be single sided, NOT duplexed.
 - Number all pages and include a table of contents that follows the underlined categories in the “Application: Responding to the Scope of Work” Section. Enclose one (1) original (clearly marked “ORIGINAL”) and nine (9) additional copies.
 - All Attachments must be completed as instructed.
 - The organization name and the Request for Grant Application Number (**RFGA number found on page 1 of this RFGA**) must be clearly marked on the outside of the sealed envelope/package.

Please refer to the Checklist within this RFGA to verify inclusion of all required documentation and use of the proper format.

3. Evidence of Intent to be Bound. The Applicant Offer and Acceptance Form within the RFGA shall be submitted with the Application and shall include a signature by a person authorized to sign the Application. The signature shall signify the Applicant’s intent to be bound by the Application, the terms of the RFGA and that the information provided is true, accurate and complete. Failure to submit verifiable evidence of intent to be bound, such as an original signature, shall result in rejection of the Application.
4. Exceptions to Terms and Conditions. All exceptions included with the Application shall be submitted in a clearly identified separate section of the Application in which the Applicant clearly identifies the specific paragraphs of the RFGA where the exceptions occur. Any exceptions not included in such a section shall be without force and effect in any resulting Contract unless such exception is specifically accepted by the Grants and Contracts Procurement Specialist in a written statement. The Applicant’s preprinted or standard terms will not be considered by First Things First as a part of any resulting Contract. All exceptions that are

contained in the Application may negatively affect First Things First's proposal evaluation based on the evaluation criteria stated in the RFGA or result in rejection of the Application.

5. Subcontracts. Applicant shall clearly list any proposed subcontractors and the subcontractor's proposed responsibilities in the Application.
6. Cost of Application Preparation. First Things First will not reimburse any Applicant the cost of responding to an RFGA.
7. RFGA Amendments. Each RFGA Amendment shall be signed with an original signature by the person signing the Application, and shall be submitted no later than the Application due date and time. Failure to return a signed copy of a RFGA Amendment may result in rejection of the Application.
8. Additional Materials. Additional materials such as promotional brochures or examples of other programs should not be submitted unless they directly relate to the information required in the Application.
9. Provision of Tax Identification Numbers. Applicants are required to provide their Arizona Transaction Privilege Tax Number and/or Federal Tax Identification number in the space provided on the Offer and Acceptance Form.
10. Disclosure. If the firm, business or person submitting this Application has been debarred, suspended or otherwise lawfully precluded from participating in any public procurement activity, including being disapproved as a subcontractor with any Federal, state or local government; or if any such preclusion from participation from any public procurement activity is currently pending, the Applicant shall fully explain the circumstances relating to the preclusion or proposed preclusion in the Application. The Applicant shall include a letter with its Application setting forth the name and address of the governmental unit, the effective date of this suspension or debarment, the duration of the suspension or debarment, and the relevant circumstances relating to the suspension or debarment. If suspension or debarment is currently pending, a detailed description of all relevant circumstances including the details enumerated above shall be provided.
11. RFGA Order of Precedence. In the event of a conflict in the provisions of this RFGA, the following shall prevail in the order set forth below:
 - 11.1 First Things First Special Terms and Conditions
 - 11.2 State of Arizona Uniform Terms and Conditions
 - 11.3 Scope of Work
 - 11.4 Attachments
 - 11.5 Exhibits
 - 11.6 Instructions to Applicants
 - 11.7 Other documents referenced or included in the RFGA

C. Submission of Application

1. Sealed Envelope or Package. One (1) original (clearly marked "original") Application and nine (9) copies shall be submitted to the submittal location identified in this RFGA. Applications must be submitted in a sealed envelope or container. The envelope or container should be clearly

identified with name of the Applicant and RFGA number. First Things First may open envelopes or containers to identify contents if the envelope or container is not clearly identified.

2. Late Applications. An Application submitted after the exact Application due date and time shall be rejected. Applications **must** be received by First Things First at the designated due date and time.
3. Application Amendment or Withdrawal. An Application may not be amended or withdrawn after the Application due date and time except as otherwise provided under applicable law.
4. Application Opening. Applications shall be opened publicly at the time and place identified in this RFGA. The name of each Applicant shall be read publicly and recorded.
5. Disqualification. An Applicant (including each of its principals) who is currently debarred, suspended or otherwise lawfully prohibited from any public procurement activity shall have its Application rejected.
6. Public Record. All Applications submitted and opened are public records and must be retained by First Things First. Applications shall be open to public inspection no later than 30 days after Contract award pursuant to A.R.S. §41-2702 (E), except for such Applications deemed to be confidential by First Things First. If an Applicant believes that information in its Application should remain confidential, it shall indicate as confidential the specific information and submit a statement with its Application detailing the reasons that the information should not be disclosed. Such reasons shall include the specific harm or prejudice which may arise. First Things First, pursuant to A.C.R.R. R2-7-104, shall review all requests for confidentiality and provide a written determination. If the confidential request is denied, such information shall be disclosed as public information, unless the person utilizes the "Protest" provision as noted in A.R.S. §41-2611 through §41-2616.
7. Application Acceptance Period. Applications shall be irrevocable for 120 days after the RFGA due date and time.
8. Non-collusion, Employment, and Services. By signing the Offer and Acceptance Form, the Applicant certifies that:
 - a. The Applicant did not engage in collusion or other anti-competitive practices in connection with the preparation or submission of its Application; and
 - b. The Applicant does not discriminate against any employee or applicant for employment or person to whom it provides services because of race, color, religion, sex, national origin, sexual orientation or disability, and that it complies with all applicable Federal, state and local laws and executive orders regarding employment.
9. Budget Limitations. In the event that the Applications received exceed the budget limitations, First Things First reserves the option to request a reduction in the scope of the Applicant's proposed program. Revised budget documents will be required. First Things First reserves the right to award contracts for less than the proposed amount and/or less than the available funds or make awards that exceed the posted available funds as additional funds become available.
10. Waiver and Rejection Rights. Notwithstanding any other provision of the RFGA, the State reserves the right to:

- 10.1 Waive any minor informality,
- 10.2 Reject any and all Applications or portions thereof, or
- 10.3 Cancel the RFGA.

D. Award

- 1. Multiple Awards. In order to ensure adequate coverage of First Things First requirements, either single or multiple awards may be made (but a single award may be considered).
- 2. Contract Inception. An Application does not constitute a Contract nor does it confer any rights on the Applicant to the award of a Contract. A Contract is not created until the Application is accepted in writing by the First Things First designee's signature on the Offer and Acceptance Form. A notice of award or of the intent to award shall not constitute acceptance of the Application.
- 3. Effective Date. The effective date of this Contract shall be the date that the First Things First designee signs the Offer and Acceptance form or other official contract form, unless another date is specifically stated in the Contract.

E. Protests

- 1. A protest shall comply with and be resolved according to A.R.S. §41-2611. Protests shall be in writing and filed with the Executive Director, Arizona Early Childhood Development and Health Board. A protest of an RFGA shall be received by the Grants and Contracts Procurement Specialist before the Application due date. A protest of a proposed award or of an award shall be filed within ten (10) days after the protester knows or should have known the basis of the protest. A protest shall include:
 - 1.1 The name, address and telephone number of the protester,
 - 1.2 The signature of the protester or its representative,
 - 1.3 Identification of the RFGA or Contract number,
 - 1.4 A detailed statement of the legal and factual grounds of the protest including copies of relevant documents, and
 - 1.5 The form of relief requested.

F. Comments Welcome

- 1. First Things First periodically reviews the Instructions to Applicants and welcomes any comments you may have. Please submit your comments to the Grants and Contracts Procurement Specialist, grants@azftf.gov

Terms and Conditions

FIRST THINGS FIRST SPECIAL TERMS AND CONDITIONS

- 1. Term of Contract. The effective date of this Contract shall be the date that the First Things First designee signs the Offer and Acceptance form or other official contract form and shall remain in effect until June 30, 2011, unless terminated, cancelled or extended as otherwise provided herein.
- 2. Contract Renewal/Contract Amendment. This Contract shall not bind nor purport to bind First Things First for any contractual commitment in excess of the original contract period. First Things First shall have the right, with consult of the awardee, to issue a written contract amendment to expand services and increase funding awarded to compensate for the agreed

upon service expansion. First Things First shall have the right, at its sole option, to renew the contract for two (2) one-year periods or a portion thereof. Contract awards may be increased, decreased, or not renewed based on evaluation, programmatic and fiscal performance, the availability of funds, or the discretion of First Things First. If First Things First exercises such rights, all terms, conditions and provisions of the original contract shall remain the same and apply during the renewal period.

3. Reporting. At a minimum grantees shall submit quarterly programmatic progress reports due by the 20th of the month following the quarter and will submit evaluation data reports and enter data into the First Things First Partners in Grants Management System (PGMS). Program narrative reports shall also be submitted via the First Things First PGMS. Failure to submit timely reports will result in suspension of reimbursement. The report shall contain such information as deemed necessary by First Things First.

Requests for program and budget changes must be sent to:
First Things First
Regional Division – Cochise Regional Partnership Council
4000 N. Central Avenue, Suite 800
Phoenix, AZ 85012

4. Reimbursement/Payment. The Grantee shall be paid on a cost-reimbursement basis, at a maximum of monthly or a minimum of quarterly for those items submitted and approved in the budget inclusively. Reimbursement requests shall be submitted monthly or quarterly via the First Things First PGMS. **Grantee shall submit a final reimbursement request for expenses obligated prior to the date of contract termination no more than forty-five (45) days after the contract end.** Requests for reimbursement received later than forty-five (45) days after the contract termination will not be paid. **If awarded a contract, your organization must have sufficient funds to meet obligations for at least sixty- (60) days while awaiting reimbursements.** If an exception is requested to this requirement, it must be provided in writing in your Application describing the justification and need for alternative considerations.

Financial budget modification requests must be sent to:
First Things First
Finance Division - Cochise Regional Partnership Council
4000 North Central Avenue, Suite 800
Phoenix, Arizona 85012

5. Confidentiality of Records. The Grantee shall establish and maintain procedures and controls that are acceptable to First Things First for the purpose of assuring that no information contained in its records or obtained from First Things First or from others in carrying out its functions under the contract shall be used by or disclosed by it, its agents, officers, or employees; except as required to efficiently perform duties under the contract. Persons requesting such information shall be referred to First Things First. Grantee also agrees that any information pertaining to individual persons shall not be divulged other than to employees or officers of the Grantee as needed for the performance of duties under the contract, unless otherwise agreed to in writing by First Things First.
6. Key Personnel. It is essential that the Grantee provide an adequate staff of experienced personnel, capable of and devoted to the successful accomplishment of work to be performed

under this contract. The Grantee must assign specific individuals to the key positions, when possible or submit an official position description for which candidates must qualify. **Once assigned to work under the contract, if key personnel are removed or replaced, written notification shall be sent to First Things First.**

7. Orientation. A mandatory Orientation Meeting will be scheduled during the first quarter after awards are made and will provide all awarded grantees the information required to manage the contract.
8. Capital Expenditures. Items over \$5,000 with a life of more than one (1) year are allowable.
9. Working with Tribal Regional Partnership Council(s). A grantee must comply with requirements set forth by the Tribal Government in relation to essential functions of the grants operation including data collection. It is the responsibility of the grantee to follow appropriate policy and procedures, complete IRB, parent consent, and appropriate tribal approvals as designated by tribal authorities.
10. Geographic Distribution. If Applications are not received from geographic areas within the region or if an Application submitted is not deemed applicable to funding by the review committee or falls below a review-scoring threshold, all funding may not be awarded or could be awarded to meet disparate geographic need for services. First Things First also reserves the right to fund more than one program in an area, to not award the entire amount of available funds, or to award an amount that is greater than the posted available funds.

STATE OF ARIZONA UNIFORM TERMS AND CONDITIONS

1. Contract Interpretation

- 1.1 Arizona Law. This Contract shall be governed and interpreted by the laws of the State of Arizona. The venue for any proceedings, actions, or suits arising from this Contract shall be in Maricopa County, Arizona.
- 1.2 Implied Contract Terms. Each provision of law and any terms required by law to be in this Contract are a part of this Contract as if fully stated in it.
- 1.3 Contract Order of Precedence. In the event of a conflict in the provisions of the Contract, as accepted by First Things First and as they may be amended, the following shall prevail in the order set forth below:
 - 1.3.1. First Things First Special Terms and Conditions
 - 1.3.2. State of Arizona Uniform Terms and Conditions
 - 1.3.3. Statement or Scope of Work
 - 1.3.4. Attachments/Exhibits
 - 1.3.5. Documents referenced or included in the RFGA
- 1.4 Severability. The provisions of this Contract are severable. Any term or condition deemed illegal or invalid shall not affect any other term or condition of the Contract.
- 1.5 No Parole Evidence. This Contract is intended by the parties as a final and complete expression of their contract. No course of prior dealings between the parties and no usage of the trade shall supplement or explain any terms used in this document and no other understanding either oral or in writing shall be binding.

- 1.6 No Waiver. Party's failure to insist on strict performance of any term or condition of the Contract shall not be deemed a waiver of that term or condition even if the party accepting or acquiescing in the nonconforming performance knows of the nature of the performance and fails to object to it.

2. **Contract Administration and Operation**

- 2.1 Records. Pursuant to A.R.S. §35-214 and §35-215, the Grantee shall retain and shall contractually require each subcontractor to retain all data and other "records" relating to the acquisition and performance of the Contract for a period of five years after the completion of the Contract. All records shall be subject to inspection and audit by First Things First at reasonable times. Upon request, the Grantee shall produce a legible copy of any or all such records.
- 2.2 Non-Discrimination. The Grantee shall comply with State Executive Order No. 99-4 and all other applicable Federal and State laws, rules and regulations, including the Americans with Disabilities and all applicable provisions and regulations relating to Executive Order No. 13279 – Equal Protection of the Laws for Faith-based and Community Organizations.
- 2.3 Audit. Pursuant to A.R.S. §35-214, at any time during the term of this Contract and five (5) years thereafter, the Grantee's or any subcontractor's books and records shall be subject to audit by First Things First and, where applicable, the Federal Government, to the extent that the books and records relate to the performance of the Contract or subcontract.
- 2.4 Financial Audit. In compliance with the Federal Single Audit Act (31 U.S.C. par., 7501-7507), as amended by the Single Audit Act Amendments of 1996 (P.L. 104 to 156), grant sub-recipients, as prescribed by the President's Council on Integrity and Efficiency Position #6, expending Federal Grants from all sources totaling \$500,000 or more, must have an annual audit conducted in accordance with OMB Circular #A-133, "Audits of States, Local Governments and Non-profit Organizations." **If you have expended more than \$500,000 in federal dollars, a copy of your audit report for the previous fiscal year must be submitted with your Application.**
- 2.5 Audit Trails. Grantee shall maintain proper audit trails for all reports related to this contract. First Things First reserves the right to review all program records.
- 2.6 Fund Management. The Grantee must maintain funds received under this contract in separate ledger accounts and cannot mix these funds with other sources. Grantee must manage funds according to applicable regulations for administrative requirements, cost principles and audits.

The Grantee must maintain adequate business systems to comply with State requirements. The business systems that must be maintained are:

- a. Financial Management
- b. Procurement
- c. Personnel
- d. Property
- e. Travel

A system is adequate if it is: 1) written; 2) consistently followed – it applies in all similar circumstances; and 3) consistently applied – it applies to all sources of funds.

- 2.7 Notices. All notices, requests, demands or communications by either party to this Agreement, pursuant to or in connection with this Agreement shall be in writing and shall be delivered in person or shall be sent by the United States Postal Service, certified mail, return receipt requested, to the respective parties at the following addresses:

First Things First
Finance Division – Cochise Regional Partnership Council
4000 N. Central Avenue, Suite 800
Phoenix, AZ 85012

- 2.8 Advertising, Publishing and Promotion of Contract. The Grantee shall not use, advertise or promote information for commercial benefit concerning this Contract without the prior written approval of the Grants and Contracts Procurement Specialist.
- 2.9 Ownership of Information/Printed Material. First Things First reserves the right to review and approve all publications and/or media funded or partially funded through this contract. All publications funded or partially funded through this contract shall recognize First Things First as the funding source. First Things First shall have full and complete rights to reproduce, duplicate, disclose, perform, and otherwise use all materials prepared under this Agreement.

The Grantee agrees that any report, printed matter, or publication (written, visual, or sound, but excluding press releases, newsletters, and issue analyses) issued by the Grantee describing programs or projects funded under this agreement in whole or in part with First Things First funds and shall follow the protocol and style guide provided by First Things First.

3. Funding/Payments

- 3.1. Funding. Requested funding must be submitted in an all-inclusive basis. The State will not reimburse any item other than the all-inclusive funding contained on the budget forms.
- 3.2. Tax Indemnification. Grantee and all subcontracts shall pay all Federal, state and local taxes applicable to its operation and any persons employed by the Grantee. Grantee shall, and require all subcontractors to hold First Things First harmless from any responsibility for taxes, damages and interest, if applicable, contributions required under Federal, and/or state and local laws and regulations and any other costs including transaction privilege taxes, unemployment compensation insurance, Social Security and Worker's Compensation.
- 3.3. IRS Substitute W9 Form. In order to receive payment the Grantee shall have a current IRS Substitute W9 Form on file with State of Arizona, unless not required by law.
- 3.4. Availability of Funds for the Next Fiscal Year. Funds are not presently available for performance under this contract beyond the current fiscal year. Every payment obligation of First Things First under this Contract is conditioned upon the availability of funds appropriated or allocated for the payment of such obligation. If funds are not allocated

and available for the continuance of this Contract, this Contract may be terminated by First Things First at the end of the period for which funds are available. No liability shall accrue to First Things First in the event this provision is exercised, and First Things First shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

4. Contract Changes

- 4.1 Amendments. Any change in the contract including the scope of work and budget described herein, whether by modification or supplementation, must be accomplished by a formal written contract amendment signed and approved by and between the duly authorized representatives of the Grantee and First Things First. Any such amendment shall specify an effective date, any increases or decreases in the Grantee's compensation, if applicable, and entitled as an "Amendment" and signed by the parties identified in the preceding sentence. The Grantee expressly and explicitly understands and agrees that no other method and/or no other document, including correspondence, acts, and oral communications by or from any person, shall be used or construed as an amendment or modification or supplementation to the contract.
- 4.2 Subcontractors. The Grantee agrees and understands that no subcontract that the Grantee enters into with respect to performance under this contract shall in any way relieve the Grantee of any responsibility for performance of its duties. It is highly recommended by First Things First that a Memorandum of Understanding or some other type of contract is in place between the Grantee and a Subcontractor for services to be performed, and in which a payment amount has been negotiated and approved, to avoid any misunderstanding between both parties. The Subcontract shall incorporate by reference the terms and conditions of this Contract.
- 4.3 Assignment and Delegation. The Grantee shall not assign any right nor delegate any duty under this Contract without the prior written approval of the Grants and Contracts Procurement Specialist. First Things First shall not unreasonably withhold approval.

5. Risk and Liability

- 5.1 Indemnification. (Not Public Agency) The parties to this Contract agree that First Things First, its departments, Board and Councils shall be indemnified and held harmless by the Grantee for the vicarious liability of First Things First as a result of entering into this contract. However, the parties further agree that First Things First, its departments, Board and Councils shall be responsible for its own negligence. Each party to this contract is responsible for its own negligence.
- 5.2 Indemnification Language for Public Agencies Only. Each party (as 'indemnitor') agrees to indemnify, defend, and hold harmless the other party (as 'indemnitee') from and against any and all claims, losses, liability, costs, or expenses (including reasonable attorney's fees) (hereinafter collectively referred to as 'claims') arising out of bodily injury of any person (including death) or property damage but only to the extent that such claims which result in vicarious/derivative liability to the indemnitee, are caused by the act, omission, negligence, misconduct, or other fault of the indemnitor, its officers, officials, agents, employees, or volunteers.

- 5.3 Insurance Requirements. Grantee and subcontractors shall procure and maintain until all of their obligations have been discharged, including any warranty periods under this Contract, are satisfied, insurance against claims for injury to persons or damage to property which may arise from or in connection with the performance of the work hereunder by the Grantee, his agents, representatives, employees or subcontractors.

The *insurance requirements* herein are minimum requirements for this Contract and in no way limit the indemnity covenants contained in this Contract. First Things First in no way warrants that the minimum limits contained herein are sufficient to protect the Grantee from liabilities that might arise out of the performance of the work under this contract by the Grantee, its agents, representatives, employees or subcontractors, and Grantee is free to purchase additional insurance.

- A. MINIMUM SCOPE AND LIMITS OF INSURANCE: Grantee shall provide coverage with limits of liability not less than those stated below.

1. **Commercial General Liability – Occurrence Form**

Policy shall include bodily injury, property damage, personal injury and broad form contractual liability coverage.

- General Aggregate \$2,000,000
 - Products – Completed Operations Aggregate \$1,000,000
 - Personal and Advertising Injury \$1,000,000
 - Blanket Contractual Liability – Written and Oral \$1,000,000
 - Fire Legal Liability \$50,000
 - Each Occurrence \$1,000,000
- a. The policy shall be endorsed to **include coverage for sexual abuse and molestation.**
 - b. The policy shall be endorsed to include the following additional insured language: ***“The State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees shall be named as additional insureds with respect to liability arising out of the activities performed by or on behalf of the Grantee”.***
 - c. Policy shall contain a waiver of subrogation against the State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees for losses arising from work performed by or on behalf of the Grantee.

2. **Business Automobile Liability**

Bodily Injury and Property Damage for any owned, hired, and/or non-owned vehicles used in the performance of this Contract.

- Combined Single Limit (CSL) \$1,000,000
- a. The policy shall be endorsed to include the following additional insured language: ***“The State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees shall be named as additional insureds with respect to liability arising out of the activities performed by or on behalf of the Grantee, involving automobiles owned, leased, hired or borrowed by the Grantee”.***
 - b. Policy shall contain a waiver of subrogation against the State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials,

agents, and employees for losses arising from work performed by or on behalf of the Grantee.

3. Worker's Compensation and Employers' Liability

- Workers' Compensation Statutory
- Employers' Liability
 - Each Accident \$ 500,000
 - Disease – Each Employee \$ 500,000
 - Disease – Policy Limit \$1,000,000
- a. Policy shall contain a waiver of subrogation against the State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees for losses arising from work performed by or on behalf of the Grantee.
- b. This requirement shall not apply to separately, EACH Grantee or subcontractor exempt under A.R.S. §23-901, AND when such Grantee or subcontractor executes the appropriate waiver (Sole Proprietor/Independent Contractor) form.

4. Professional Liability (Errors and Omissions Liability)

- Each Claim \$1,000,000
 - Annual Aggregate \$2,000,000
- a. In the event that the professional liability insurance required by this Contract is written on a claims-made basis, Grantee warrants that any retroactive date under the policy shall precede the effective date of this Contract; and that either continuous coverage will be maintained or an extended discovery period will be exercised for a period of two (2) years beginning at the time work under this Contract is completed.
- b. The policy shall cover professional misconduct or lack of ordinary skill for those positions defined in the Scope of Work of this contract.

B. ADDITIONAL INSURANCE REQUIREMENTS: The policies shall include, or be endorsed to include, the following provisions:

1. The State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents, and employees wherever additional insured status is required such additional insured shall be covered to the full limits of liability purchased by the Grantee, even if those limits of liability are in excess of those required by this Contract.
2. The Grantee's insurance coverage shall be primary insurance with respect to all other available sources.
3. Coverage provided by the Grantee shall not be limited to the liability assumed under the indemnification provisions of this Contract.

C. NOTICE OF CANCELLATION: Each insurance policy required by the insurance provisions of this Contract shall provide the required coverage and shall not be suspended, voided, canceled, or reduced in coverage or in limits except after thirty- (30) days prior written notice has been given to the State of Arizona. Such notice shall be sent directly to (First Things First, Grants and Contracts Procurement Specialist, 4000 N. Central, Suite 800, Phoenix, AZ 85012) and shall be sent by certified mail, return receipt requested.

D. ACCEPTABILITY OF INSURERS: Insurance is to be placed with duly licensed or approved non-admitted insurers in the state of Arizona with an "A.M. Best" rating of not less than A-VII. The State

of Arizona in no way warrants that the above-required minimum insurer rating is sufficient to protect the Grantee from potential insurer insolvency.

- E. VERIFICATION OF COVERAGE: Grantee shall furnish the State of Arizona with certificates of insurance (ACORD form or equivalent approved by the State of Arizona) as required by this Contract. The certificates for each insurance policy are to be signed by a person authorized by that insurer to bind coverage on its behalf.
- F. All certificates and endorsements are to be received and approved by the State of Arizona before work commences. Each insurance policy required by this Contract must be in effect at or prior to commencement of work under this Contract and remain in effect for the duration of the project. Failure to maintain the insurance policies as required by this Contract, or to provide evidence of renewal, is a material breach of contract.
- G. All certificates required by this Contract shall be sent directly to (First Things First, Grants and Contracts Procurement Specialist, 4000 N. Central, Suite 800, Phoenix, AZ 85012). The State of Arizona project/contract number and project description shall be noted on the certificate of insurance. The State of Arizona reserves the right to require complete, certified copies of all insurance policies required by this Contract at any time. DO NOT SEND CERTIFICATES OF INSURANCE TO THE STATE OF ARIZONA'S RISK MANAGEMENT SECTION.
- H. SUBCONTRACTORS: Grantees' certificate(s) shall include all subcontractors as insureds under its policies or Grantee shall furnish to the State of Arizona separate certificates and endorsements for each subcontractor. All coverages for subcontractors shall be subject to the minimum requirements identified above.
- I. APPROVAL: Any modification or variation from the *insurance requirements* in this Contract shall be made by the Department of Administration, Risk Management Section, whose decision shall be final. Such action will not require a formal Contract amendment, but may be made by administrative action.
- J. EXCEPTIONS: In the event the Grantee or sub-contractor(s) is/are a public entity, then the Insurance Requirements shall not apply. Such public entity shall provide a Certificate of Self-Insurance. If the Grantee or sub-contractor(s) is/are a State of Arizona agency, board, commission, or university, none of the above shall apply.

5.4 Force Majeure. If either party hereto is delayed or prevented from the performance of any act required in this Agreement due to acts of God, strikes, lockouts, labor disputes, civil disorder, or other causes without fault and beyond the control of the party obligated, performance of or payment for such act will be excused for the period of the delay.

5.5 Third Party Antitrust Violations. The Grantee assigns to First Things First any claim for cover charges resulting from antitrust violations to the extent that those violations concern materials or services supplied by third parties to the Grantee, toward fulfillment of this Contract.

6. Compliance

- 6.1 Compliance with Applicable Laws. The services supplied under this Contract shall comply with all applicable Federal, state and local laws, and the Grantee shall maintain all applicable licenses and permit requirements.
- 6.2 Sectarian Requests. Funds may not be expended for any sectarian purpose or activity, including sectarian worship or instructions.
- 6.3 Restrictions on Lobbying. The Grantee shall not use these funds to pay for, influence, or seek to influence any officer or employee of First Things First, state government or the federal government if that action may have an impact, of any nature, on this contract.
- 6.4 Licenses. Grantee shall maintain in current status all federal, state and local licenses and permits required for the operation of the business conducted by the Grantee.
- 6.5 Fingerprinting. Pursuant to A.R.S. §41-1758 Grantee will obtain fingerprint cards and/or background checks as applicable.

This Contract may be cancelled or terminated if the fingerprint check or the certified form of any person who is employed by a provider, whether paid or not, and who is required or allowed to provide services directly to children, discloses that a person has committed any act of sexual abuse of a child, including sexual exploitation or commercial sexual exploitation, or any act of child abuse or that the person has been convicted of or awaiting trial on any criminal offenses in this state or similar offenses in another state or jurisdiction.

7. State's Contractual Remedies

- 7.1 Right to Assurance. If First Things First in good faith has reason to believe that the Grantee does not intend to, or is unable to perform or continue performing under this Contract, the Grants and Contracts Procurement Specialist may demand in writing that the Grantee give a written assurance of intent to perform. Failure by the Grantee to provide written assurance within the number of Days specified in the demand may be, at First Things First's discretion, the basis for terminating the Contract under the First Things First Uniform Terms and Conditions or other rights and remedies available by law or provided by the contract.
- 7.2 Cancellation for Failure to Perform. Failure by the Grantee to adhere to any provision of this Agreement or its Attachments in the time and manner provided by this Contract or its Attachments shall constitute a material default and breach of this Contract and First Things First may cancel, at its option, this Agreement upon prior written notice.

First Things First may issue a written ten (10) day notice of default to the Grantee for acting or failing to act including but not limited to any of the following:

- The Grantee provides personnel that do not meet the requirements of this Agreement or are of an unacceptable quality.
- The Grantee fails to perform adequately the services required in this Agreement.
- The Grantee fails to furnish the required product or services within the time stipulated in this Agreement.
- The Grantee fails to make progress in the performance of the requirements of the Agreement and/or gives a positive indication that the Grantee will not or cannot perform to the requirements of this Agreement.

If the Grantee does not correct any problem(s) within ten (10) days after receiving the notice of default, First Things First may cancel the Contract. If First Things First cancels the Contract pursuant to this clause, First Things First reserves all rights or claims to damage for breach of the Contract and the Grantee agrees to a general release in favor of First Things First for any claim for reimbursement.

- 7.3 Non-Exclusive Remedies The rights and the remedies of First Things First under this Contract are not exclusive.

8. Contract Termination

- 8.1 Cancellation for Conflict of Interest. Pursuant to A.R.S. §38-511, First Things First may cancel this Contract within three (3) years after Contract execution without penalty or further obligation if any person significantly involved in initiating, negotiating, securing, drafting or creating the Contract on behalf of First Things First is or becomes at any time while the Contract or an extension of the Contract is in effect an employee of or a consultant to any other party to this Contract with respect to the subject matter of the Contract. The cancellation shall be effective when the Grantee receives written notice of the cancellation unless the notice specifies a later time. If the Grantee is a political subdivision of the State of Arizona, it may also cancel this Contract as provided in A.R.S. §38-511.
- 8.2 Suspension or Debarment. First Things First may, by written notice to the Grantee, immediately terminate this Contract if First Things First determines that the Grantee has been debarred, suspended or otherwise lawfully prohibited from participating in any public procurement activity, including but not limited to, being disapproved as a subcontractor of any public procurement unit or other governmental body. Submittal of an Application or execution of a contract shall attest that the Grantee is not currently suspended or debarred. If the Grantee becomes suspended or debarred, the Grantee shall immediately notify First Things First.
- 8.3 Termination for Convenience. First Things First reserves the right to terminate the Contract, in whole or in part at any time, when in the best interests of First Things First without penalty or recourse. Upon receipt of the written notice, the Grantee shall stop all work, as directed in the notice, notify all subcontractors of the effective date of the termination and minimize all further costs to First Things First. In the event of termination under this paragraph, all documents, data and reports prepared by the Grantee under the Contract shall become the property of and be delivered to First Things First upon demand. The Grantee shall be entitled to receive just, equitable compensation for work in progress, work completed, and materials accepted before the effective date of the termination. The cost principles and procedures provided in A.A.C. R2-7-701 shall apply.
- 8.4 Termination for Default. In addition to the rights reserved in the contract, First Things First may terminate the Contract in whole or in part due to the failure of the Grantee to comply with any term or condition of the Contract, to acquire and maintain all required insurance policies, bonds, licenses and permits, or to make satisfactory progress in performing the Contract. The Grants and Contracts Procurement Specialist shall provide written notice of the termination and the reasons for it to the Grantee. Upon termination under this paragraph, all materials, documents, data and reports prepared by the Grantee under the

Contract shall become the property of and be delivered to First Things First on demand. Upon termination of this Contract, First Things First may procure, on terms and in the manner that it deems appropriate, materials or services to replace those under this Contract. The Grantee shall be liable to First Things First for any excess costs incurred by First Things First in procuring services in substitution for those due from the Grantee.

9. Contract Claims

9.1 Arbitration. The parties to this Contract agree to resolve all disputes arising out of or relating to this contract through arbitration, after exhausting applicable administrative review, to the extent required by A.R.S. §12-1518, except as may be required by other applicable statutes (Title 41).

10. State of Arizona General Uniform Terms and Conditions

The latest edition of the Arizona Uniform General Terms and Conditions and Uniform Instructions to Applicants is incorporated into this Request for Grant Application by reference. Copies may be obtained from the Arizona State Procurement Office at (602) 542-5511 or at: <http://azdoa.gov/agencies/spo/docs/UTCv7.pdf>.

Checklist

Use the following list to make sure your Grant Application is complete and meets the requirements specified in this request for grant Applications:

- ☐ One (1) original copy marked “original”, and nine (9) additional copies
- ☐ Completed and signed First Things First Offer and Acceptance form
- ☐ Signed copy of all amendments issued for the RFGA (if applicable)
- ☐ Table of Contents
- ☐ Application including Executive Summary and response to all 25 questions
- ☐ Standard Data Collection Form completed, Attachment A
- ☐ State of Arizona Substitute W-9 Form (must be downloaded and printed) signed, if applicable, http://www.gao.az.gov/onlineforms/forms/AZ_subw-9_010410.pdf
- ☐ Applicant’s Experience completed, Attachment B
- ☐ Key Personnel Overview completed, Attachment C
- ☐ Implementation Plan completed, Attachment D
- ☐ Funds Requested Page, completed and signed, Attachment E
- ☐ Standard Line Item Budget, completed and signed, Attachment F
- ☐ Budget Narrative, completed and signed, Attachment G
- ☐ Disclosure of Other Funding Sources, completed and signed, Attachment H
- ☐ Financial Systems Survey is completed and signed, Attachment I
- ☐ Evaluation Plan, Attachment J
- ☐ Resumes for all personnel listed in the budget
- ☐ One copy of your agency’s most recent audited, reviewed or compiled financial statements as well as a schedule showing the total federal funds (by granting agency) expended by your agency for the most recent fiscal year included with the Application marked Original.
- ☐ Page numbers are included on all pages, in sequence, twelve point font or larger and single-spaced, with one inch margins or wider.
- ☐ In the original application, documents requiring signatures should have **ORIGINAL** signatures.
- ☐ Do **NOT** bind your Application in spiral binders or in 3-ring notebooks. Please submit your Applications either stapled in the upper left-hand corner or use a binder clip.
- ☐ When submitting your Application, insure your organization name and the Request for Grant Application Number (**found on Page 1 of this RFGA**) is CLEARLY marked on the outside of the SEALED envelope/package.
- ☐ It is the responsibility of each Applicant to insure their Application is delivered to First Things First by the due date and time listed on Page 2 of this RFGA. Please allow for such contingencies as heavy traffic, weather, directions, parking, security, etc.

Attachments and Exhibits

Attachment A	Standard Data Collection Form
Attachment B	Applicant's Experience
Attachment C	Key Personnel Overview
Attachment D	Implementation Plan
Attachment E	Funds Requested Page
Attachment F	Line Item Budget Form
Attachment G	Budget Narrative Explanation
Attachment H	Disclosure of Other Funding Sources
Attachment I	Financial Systems Survey
Attachment J	Evaluation Plan
Exhibit A	Expansion in High Quality Pre-Kindergarten Standard of Practice
Exhibit B	Community Based Family Education Standard of Practice
Exhibit C	Developmental Screening Administration
Exhibit D	Sensory Screening
Exhibit E	Standard Terms Defined
Exhibit F	Sample Certificate of Insurance
Exhibit G	Matching Line Item Budget Form - Optional

Attachment A

FIRST THINGS FIRST STANDARD DATA COLLECTION FORM

A. Agency Information:

Program Name (if applicable) _____

Agency _____ Contact Person _____

Address _____ Position _____

Address _____ Email _____

City, State, Zip _____ Phone _____ x _____ Fax _____

County _____ Employer Identification Number: _____

Agency Classification: _____ State Agency _____ County Government _____ Local Government _____ Schools

_____ Tribal _____ Faith Based _____ Other

Have you previously conducted business with First Things First using this EIN? _____Y _____N

If **NO**, please go to the following website, download the State of Arizona Substitute W-9 Form and submit with your Application: http://www.gao.az.gov/Vendor/account_setup_home.asp.

In which Congressional (Federal) District is your agency? Enter District # _____

<http://www.azredistricting.org> (click on Final Maps)

In which Legislative (State) District is your agency? Enter District # _____

<http://www.azredistricting.org> (click on Final Maps)

Approximately how much FEDERAL funding (from a Federal Source) will your organization expend in your current fiscal year? \$ _____

What is your organization's fiscal year-end date? _____

Accounting Method: _____ Cash _____ Accrual

Does your organization undergo an annual independent audit in accordance with OMB Circular A-133? _____Y _____N

Please provide contact information of the audit firm conducting your audit:

Agency _____

Address _____

Phone Number _____

B. Proposed Program Information / Description:

Amount requested: _____

Service area of proposed program: _____

Target population of proposed program: _____

Number of participants to be served: _____

Please provide a **brief** description of the **proposed program** in one or two paragraphs and this will be the source for a public description describing the nature of the program being implemented that will be used by First Things First.

C. Contact Information

First Things First Partner and Grants Management System (PGMS) requires four designated contacts for contact with First Things First related to this grant (the same person may be assigned to more than one of the roles, if appropriate).

Main Contact Information – This should be information for the person designated as the Main contact for this grant award and this person can view all information related to this grant (financial, programmatic and evaluation in nature). This person will also be the primary contact for First Things First and should be the person responsible for ensuring the program plan is implemented. Primary correspondence from First Things First will be sent to this person.

Main Contact Person _____

Position _____

Address _____

City, State, Zip _____

Email _____

Phone _____ x _____ Fax _____

Program Contact Information – This should be information for the person designated as the Program contact for this grant award and this person can view information related to this grant for program or evaluation purposes only.

Program Contact Person _____

Position _____

Address _____

City, State, Zip _____

Email _____

Phone _____ x _____ Fax _____

Financial Contact Information – This should be information for the person designated as the financial contact for this grant award and this person can view information related to this grant for financial purposes only.

Financial Contact Person _____

Position _____

Address _____

City, State, Zip _____

Email _____

Phone _____ x _____ Fax _____

Evaluation Contact Information – This should be information for the person designated as the Evaluation contact for this grant award and this person can view information related to this grant for evaluation purposes only.

Evaluation Contact Person _____

Position _____

Address _____

City, State, Zip _____

Email _____

Phone _____ x _____ Fax _____

In addition, your application may have included information about a collaborating partner/agency. Please replicate this information as many times as necessary to document the participation and agreement to be involved with the application as a collaborating agency/partner.

Collaborator

Agency_____

Address_____

Address_____

City, State, Zip_____

County_____

Contact Person_____

Position_____

Email_____

Phone_____x_____Fax_____

Collaborator

Agency_____

Address_____

Address_____

City, State, Zip_____

County_____

Contact Person_____

Position_____

Email_____

Phone_____x_____Fax_____

Collaborator

Agency_____

Address_____

Address_____

City, State, Zip_____

County_____

Contact Person_____

Position_____

Email_____

Phone_____x_____Fax_____

Collaborator

Agency_____

Address_____

Address_____

City, State, Zip_____

County_____

Contact Person_____

Position_____

Email_____

Phone_____x_____Fax_____

Attachment B

APPLICANT'S EXPERIENCE

Name and address of organization for which the service or activity was provided:
Location where services or activities were conducted:
Dates the service or activity was conducted: (e.g., October 2007 – September 2008)
Describe the services or activities that were provided:
Describe what was achieved with the services or activities: (e.g., increased knowledge among 20% of program participants, served 100 children, etc.)

Attachment C

KEY PERSONNEL OVERVIEW*

STAFF MEMBER	BACKGROUND AND EXPERTISE OF PERSONNEL
Name: Title: FTE on this project:	
Name: Title: FTE on this project:	
Name: Title: FTE on this project:	
Name: Title: FTE on this project:	
Name: Title: FTE on this project:	
Name: Title: FTE on this project:	

***In addition to this overview, please attach a resume (for current personnel) or a job description (for positions to be hired) for the key individuals involved in the project. If awarded and your project experiences changes in staff, notification must be sent to First Things First. In addition, if you are describing a position to be hired, you must send staff notification and resume to First Things First when the position is filled.**

Attachment D

August 2010 – June 2011 Implementation Plan

Activities	Task	Person Responsible	Date Task Will Be Completed/Timeline	Support Documentation

Attachment E

FUNDS REQUESTED PAGE

The Offer must state a firm, fixed total guaranteed not-to-exceed amount of funds requested for the Grant.

\$_____ Total Funds Requested

Authorized Signature_____

Date_____

Job Title_____

Attachment F and G Instructions

How to Complete the Line Item Budget and Budget Narrative

Complete an 11-month budget for the period of August 1, 2010 through June 30, 2011 using the template provided in Attachment F. Please make sure you include a budget narrative with Attachment G as a sample of the type of information that would complete your budget narrative explaining the costs and how they are appropriate and necessary for the project.

In your line item budget and budget narrative list all resources that will be needed to implement the program/strategy(ies) described. These financial resources may involve costs for personnel, employee related costs, training, travel, supplies, space, equipment, computer equipment necessary to enter data into the First Things First grants management system (PGMS), program narratives, financial reimbursements, etc. All travel related costs for these trainings and meetings should be included in the Applicant's budget and calculated using the State of Arizona travel rate limitations for mileage, per diem and lodging as described on the budget narrative worksheet. For more information about the state requirements, visit <http://www.gao.az.gov/travel/>.

Funding shall be limited to those items specifically listed in the proposed budget. Total funding may not be modified following award of the grant/contract. Requests for line item modifications, which do not change the total program funding, shall be requested in writing and shall only be made following receipt of written authorization from First Things First.

Matching Funds are not required at this time except for Construction related costs that are identified in the RFGA; however, if matching funds are listed and submitted to support the application, are subject to financial and programmatic monitoring by First Things First. Matching Funds budget template can be found in Exhibit G.

Please note the line items included in the budget template represent the types of costs possible for a line item budget these line items may or may not be applicable or appropriate for your Application. Your budget line items requested must fit within one of the categories listed. However, it is expected that you would not need to utilize all of the sample line items.

Attachment F**Standard Line Item Budget**

While you must use this format, you may reproduce it with Word Processing or Spreadsheet software. **Limit your budget line items to the budget categories and to the budget subcategories listed.** Detail in the budget narrative strengthens justification of items.

Budget period: August 1, 2010 – June 30, 2011

Budget Category	Line Item Description	Requested Funds	Total Cost
PERSONNEL SERVICES		Personnel Services Sub Total	\$
Salaries			
EMPLOYEE RELATED EXPENSES		Employee Related Expenses Sub Total	\$
Fringe Benefits or Other ERE			
PROFESSIONAL AND OUTSIDE SERVICES		Professional and Outside Services Sub Total	\$
Contracted Services			
TRAVEL		Travel Sub Total	\$
In-State Travel			
Out of State Travel			
AID TO ORGANIZATIONS OR INDIVIDUALS		Aid to Organizations or Individuals Sub Total	\$
Subgrants or Subcontracts to organizations/agencies/entities			
OTHER OPERATING EXPENSES		Other Operating Expenses Sub Total	\$
<ul style="list-style-type: none"> • Telephones/Communications Services • Internet Access • General Office Supplies • Food • Rent/Occupancy • Evaluation (non-contracted & non-personnel expenses) • Utilities • Furniture • Postage • Software (including IT supplies) • Dues/Subscriptions • Advertising • Printing/Copying • Equipment Maintenance • Professional Development/Staff Training • Conference Workshops/ Training Fees for Staff • Insurance • Program Materials • Program Supplies • Scholarships • Program Incentives 			
NON-CAPITAL EQUIPMENT		Non-Capital Sub Total	\$
Equipment \$4,999 or less in value			
Subtotal Direct Program Costs:			\$
ADMINISTRATIVE/INDIRECT COSTS		Total Admin/Indirect	\$
Indirect/Admin Costs		\$	\$
Total		\$	\$

Authorized signature _____ Date _____

Job Title _____

Attachment G

BUDGET NARRATIVE EXPLANATION

The purpose of the budget narrative is to provide more clarity and detail on the various budget line items. The budget narrative should explain the criteria used to compute the budget figures on the budget form. Please verify that the narrative and budget form correspond and the calculations and totals are accurate. ***Please include one narrative that matches the 11-month line item budget categories and subcategories.***

Personnel Services: *Include information such as position title(s), name of employee (if known), salary, time to be spent on this program (hours or %), number of months assigned to this program, etc. Explain how the salary rate for each position was determined. If salaries are expected to increase during the project year, indicate the percentage increases for each position and justify the percent of the salary increase. Also, be sure to include the scheduled salary increases on the Budget Form.*

Employee Related Expenses: *Include a benefit percentage and what expenses make up employee benefit costs. Indicate any special rates for part-time employees, if applicable. Explain how the benefits for each position were determined. If using a fringe benefit rate, explain how this percentage is justified or approved by your agency.*

Professional and Outside Services: *If professional consultants/services costs are proposed in the budget, define how the costs for these services were determined and the justification for the services related to the project. Explain how all contracts will be procured.*

Travel: *Separate travel that is in state and out-of-state. Include a detailed breakdown of hotel, transportation, meal costs, etc. Indicate the location(s) of travel, the justification for travel, how many employees will attend and how the estimates have been determined. Explain the relationship of each cost item to the project (e.g., if training or training expenses are requested, explain the topic of the training and its relationship to the project). Applicants **must** use the State of Arizona Travel Policy on rates limitations for mileage, lodging, and meals (<http://www.gao.az.gov/travel/>) for both in state and out-of-state travel.*

Aid to Organizations or Individuals: *In the event that this application represents collaboration and the contract will be utilizing other sub grantees or subcontractors to perform various components of the program, include a list of sub grantees, programmatic work each sub grantee will perform, and how costs for each sub grantee are determined.*

Other Operating Expenses: *Explain each item to be purchased, how the costs were determined and justify the need for the items. All purchases should be made through competitive bid or using established purchasing procedures. All items should be categorized in the following categories: Telephones / Communications Services, Internet Access, General Office Supplies, Food, Rent/Occupancy, Evaluation (non-contracted and non-personnel expenses), Utilities, Furniture, Postage, Software (including IT supplies), Dues/Subscriptions, Advertising, Printing/Copying, Equipment Maintenance, Professional Development/Staff Training, Conference Workshops/ Training Fees for Staff, Insurance, Program Materials, Program Supplies, Scholarships, and Program Incentives*

Non-Capital Equipment: *For items with a unit cost less than \$5,000 and an initial estimated useful life beyond a single year, explain each item to be purchased, how the costs were determined and justify the need for the items. All purchases should be made through competitive bid or using established purchasing*

procedures. For example, items such as computers, printers, projectors, etc. each with a unit cost less than \$5,000.

Administrative/Indirect Costs: Administrative costs are general or centralized expenses of overall administration of an organization that receives grant funds and does not include particular program costs. For organizations that have an established federally approved indirect cost rate for Federal awards, indirect costs mean those costs that are included in the organization's indirect cost rate. Such costs are generally identified with the organization's overall operation and are further described in 2 CFR 220, 2 CFR 225, and 2 CFR 230.

Applicants must list either Option A or Option B and provide proper justification for expenses included:

- ☐ **Option A - Administrative Costs:** with proper justification, sub grantees may include an allocation for administrative costs for up to 10% of the total direct funds requested of the grant request. Administrative costs may include allocable direct charges for: costs of financial, accounting, auditing, contracting or general legal services; costs of internal evaluation, including overall organization's management improvement costs; and costs of general liability insurance that protects the organization(s) responsible for operating a project, other than insurance costs solely attributable to the project. Administrative costs may also include that portion of salaries and benefits of the project's director and other administrative staff not attributable to the time spent in support of a specific project.

Or

- ☐ **Option B - Federally Approved Indirect Costs:** If your organization has a federally approved indirect cost rate agreement in place, grantees may include an allocation for indirect costs for up to 10% of the grant request. **Applicants must provide a copy of their federally approved indirect cost rate agreement.**

Indirect costs are costs of an organization that are not readily assignable to a particular project, but are necessary to the operation of the organization and the performance of the project. The cost of operating and maintaining facilities, depreciation, and administrative salaries are examples of the types of costs that are usually treated as indirect.

Authorized signature_____ Date_____

Job Title _____

Attachment H

DISCLOSURE OF OTHER FUNDING SOURCES

Please list all other funding that your organization currently receives from State or Public Agencies, Federal Agencies, Non-Profit Organizations, or any other source providing funding for the proposed Program*. A.R.S. §8-1183 provides for a prohibition on supplanting of state funds by First Things First expenditures, meaning that no First Things First monies expended are to be used to take the place of any existing state or federal funding for early childhood development and health programs.

Use a continuation sheet if necessary. The following form may be reproduced with word processing software or another form may be created that contains all the information requested.

Type of Funding (Federal, State, local, other)	Received From	Amount	✓ If used for match on this grant
TOTAL:			

***This table should include only those funds that will support the program detailed in this Application.**

Authorized signature_____ Date_____

Job Title _____

Attachment I

FIRST THINGS FIRST FINANCIAL SYSTEMS SURVEY

Name of Applicant: _____

Please answer every question by filling in the circle next to the correct answer. Attach materials and document comments as required.

As stewards of federal and state funds, First Things First awards funds to organizations (regardless of how small or large) that are both capable of achieving project goals/objectives and upholding their responsibility for properly managing funds as they achieve those objectives.

This survey will be used primarily for initial monitoring of the organization. This survey may also be used in evaluating the financial capability of the organization in the award process. Deficiencies should be addressed for corrective action and the organization should consider procuring technical assistance in correcting identified problems.

A. GENERAL INFORMATION

1. Has your organization received a Federal or State Grant within the last two years?	<input type="radio"/> YES <input type="radio"/> NO
2. Has your organization completed an A-133 Single Audit within the past two years? If yes, please attach a complete copy of your A-133 Audit, including, but not limited to, your Management Letter, Findings and Questioned Costs.	<input type="radio"/> YES <input type="radio"/> NO
3. If your organization has not completed an A-133 Single Audit, have your financial statements been audited, reviewed or compiled by an independent Certified Public Accountant within the past two years? If yes, please attach a complete copy of the most recent audited, reviewed or compiled financial statements. NOTE THAT ONLY ONE COPY OF YOUR AUDIT NEEDS TO BE INCLUDED WITH THE APPLICATION MARKED "ORIGINAL". It is not necessary to include additional copies with each copy of the completed Application.	<input type="radio"/> YES <input type="radio"/> NO
4. Please attach a schedule showing the TOTAL federal funds (by granting agency) expended by your agency for the most recent fiscal year. Note: If your organization had an A-133 Single Audit, a copy of the "Schedule of Expenditures for Federal Awards" can be submitted. ONLY ONE COPY IS NEEDED, TO BE INCLUDED WITH THE APPLICATION MARKED "ORIGINAL"	<input type="radio"/>
5. Has your organization been granted tax-exempt status by the Internal Revenue Service?	<input type="radio"/> YES <input type="radio"/> NO <input type="radio"/> N/A
6. If you answered YES to question #5, under what section of the IRS code? <input type="radio"/> 501 C (3) <input type="radio"/> 501 C (4) <input type="radio"/> 501 C (5) <input type="radio"/> 501 C (6) <input type="radio"/> Other Specify: _____	
7. Does your organization have established policies related to salary scales, fringe benefits, travel reimbursement and personnel policies?	<input type="radio"/> YES <input type="radio"/> NO

B. FUNDS MANAGEMENT

1. Which of the following describes your organization's accounting system?	<input type="radio"/> Manual <input type="radio"/> Automated <input type="radio"/> Combination
2. How frequently do you post to the General Ledger?	<input type="radio"/> Daily <input type="radio"/> Weekly <input type="radio"/> Monthly <input type="radio"/> Other
3. Does the accounting system completely and accurately track the receipt and disbursements of funds by each grant or funding source?	<input type="radio"/> YES <input type="radio"/> NO
4. Does the accounting system provide for the recording of actual costs compared to budgeted costs for each budget line item?	<input type="radio"/> YES <input type="radio"/> NO
5. Are time and effort distribution reports maintained for employees working fully or partially on state or federal grant programs that account for 100% of each employee's time?	<input type="radio"/> YES <input type="radio"/> NO
6. Is your organization familiar with Federal Cost Principles (i.e., 2 CFR 220, 2 CFR 225, and 2 CFR 230)?	<input type="radio"/> YES <input type="radio"/> NO
7. How does your organization plan to charge common/indirect costs to this grant? NOTE: Those organizations using allocable direct charges must attach a copy of the methodology and calculations in determining those charges. Those organizations using a federally approved indirect cost rate must attach a copy of the approval documentation issued by the federal government.	<input type="radio"/> Direct Charges <input type="radio"/> Utilizing an Indirect Cost Allocation Plan or Rate

C. INTERNAL CONTROLS

1. Are duties of the bookkeeper/accountant segregated from the duties of cash receipt or cash disbursement?	<input type="radio"/> YES <input type="radio"/> NO
2. Are checks signed by individuals whose duties exclude recording cash received, approving vouchers for payment and the preparation of payroll?	<input type="radio"/> YES <input type="radio"/> NO
3. Are all accounting entries and payments supported by source documentation?	<input type="radio"/> YES <input type="radio"/> NO
4. Are cash or in-kind matching funds supported by source documentation?	<input type="radio"/> YES <input type="radio"/> NO
5. Are employee time sheets supported by appropriately approved/signed documents?	<input type="radio"/> YES <input type="radio"/> NO
6. Does the organization maintain policies that include procedures for assuring compliance with applicable cost principles and terms of each grant award?	<input type="radio"/> YES <input type="radio"/> NO

D. PROCUREMENT

1. Does the organization maintain written codes of conduct for employees involved in awarding or administering procurement contracts?	<input type="radio"/> YES <input type="radio"/> NO
2. Does the organization conduct purchases in a manner that encourages open and free competition among vendors?	<input type="radio"/> YES <input type="radio"/> NO
3. Does the organization complete some level of cost or price analysis for every major purchase?	<input type="radio"/> YES <input type="radio"/> NO
4. Does the organization maintain a system of contract administration to ensure Grantee conformance with the terms and conditions of each contract?	<input type="radio"/> YES <input type="radio"/> NO
5. Does the organization maintain written procurement policies and procedures?	<input type="radio"/> YES <input type="radio"/> NO

E. CONTACT INFORMATION

Please indicate the following information. In the event that First Things First has questions about this survey, this individual will be contacted.

Prepared By: _____

Job Title: _____

Date: _____

Phone/Fax/Email: _____

F. CERTIFICATION

I certify that this report is complete and accurate, and that the Grantee has accepted the responsibility of maintaining the financial systems.

Authorized Signature

G. COMMENT AND ATTACHMENTS

Please use the space below to comment on any answers in Sections A – D. Please indicate the Section and Question number next to each comment.

Number of Attachments (please number each attachment): _____

COMMENTS:

Attachment J

Data Collection and Evaluation Plan

Performance Measure	Data to Collect	Plan for Data Collection	Plan for Using the Data	Quality Assurance

Exhibit A

First Things First Early Care and Education Expansion in High Quality Prekindergarten Standards of Practice

I. Strategy Description

First Things First has identified a need to increase the number of children who receive high quality early care and education services in order to improve young children's success in school and beyond. High quality early childhood services have been strongly linked to both academic and life-skills success among children, especially those from families with several risk factors such as low income, low education levels of parents/caregivers, etc. This strategy addresses the identified need by allocating funds for the provision of high quality, early care and education in a center or classroom based setting. Funding will support the expansion of programming for those children who may not otherwise have access to high quality early care and education during the two years prior to their kindergarten entry by either increasing the number of hours children participate in a high quality program or by increasing the number of children who can be served.

Inherent in this strategy is the principle that all families, regardless of income, children's abilities or other factors have the right to access a high quality early childhood program. Ensuring that all children have such access requires the use of a "mixed delivery" system of early care and education. In utilizing a mixed delivery system, this strategy supports access to a wide array of program types, including public school programs, private, for-profit programs, and non-profit programs. Therefore, this strategy includes methods by which early care and education programs work collaboratively to provide services to preschool aged children in these various settings.

High quality early care and education programs maintain the following:

- Safe, healthy environments that support children's learning in ways that are stimulating, engaging and developmentally appropriate.
- High quality instructional staff members who have the education, knowledge and expertise to support children's interactions and facilitate their learning.
- Administrative systems that support staff development, retention and collaboration with the community.
- High levels of engagement by families in their child's program.

II. Service Delivery Standards

Intensity of Service Standard

Experts in the study of the effects of early childhood on children's development have found several factors as critical in producing positive outcomes for young children. In addition to high staff-to-child ratios and well-qualified staff, programs found to be most effective are those that operate with significant intensity and duration [both number of hours children attend in a day and the length of the program year(s)] (Bowman, Donovan, & Burns, 2000). To address this factor, those programs operating under this funding are required to enroll children for a minimum number of hours per day and for a minimum number of program days per year.

1. To ensure sufficient intensity and duration of program services, children may be enrolled in either a full day or part day of service based on the following definitions and requirements.
 - A full day of services for children is defined as a minimum of five days a week, six hours per day for a total of 30 hours per week.
 - A part day of services is defined as less than 30 hours per week, but a program must serve children for a minimum of three hours per day, four days per week or a total of 12 hours per week over at least three days in order to receive funding (a two day a week program does not meet the requirements of this grant).
2. Program services must be provided for a minimum of nine months, or a minimum of 170 program days to be funded at the nine month allocation.
3. A full year program is defined as one that provides services for a minimum of 245 days per year.

Children's Enrollment, Eligibility, and Attendance Standard

Enrollment and eligibility requirements are intended to ensure that services under this grant funding increase children's access to high quality early care and education. Programs are required to leverage funding and ensure non-duplication of services by meeting the following standards of operation:

1. Programs are required to demonstrate that children served are eligible to participate by conducting effective intake procedures that at minimum obtain documentation of age of child, family income, and proof of the child's legal residency.
 - Age Requirements: Children shall be between at least three years of age on or before September 1 of the program year and not yet enrolled in Kindergarten.
 - Financial Enrollment Requirements – child must meet all requirements listed below:
 - a. Children participating may not be receiving duplicate programming through other funding available from State, Federal or Tribal sources such as Department of Economic Security (DES) child care subsidy, Early Childhood Block Grant (ECBG), Title I, Special Education Programs, or Head Start. Children eligible for these resources but who are currently on waiting lists for these programs are eligible to participate. AND
 - b. Family income must be at or below 200 percent of the Federal Poverty Level (FPL) unless otherwise specified by a Regional Partnership Council. The definition of poverty is family income at or below 100 percent; the definition of low-income is family income at or below 200 percent of the Federal Poverty Level.
 - i. Documentation of family income eligibility must be obtained by program administrator and be maintained on site for at least two years.
 - ii. Acceptable documentation of income may include any of the following: current pay stubs; written, notarized statement from employer; documentation of current receipt of unemployment insurance; of documentation of receipt of public assistance such as KidsCare, Food Stamps, Free and Reduced Lunch Program, etc. Adjusted Gross Income as listed in the most current federal Individual Tax Form 1040, Form 1099, or W2 forms may also be used for documentation. For those who are self-employed, at least one of the tax forms is required.
2. Children's consistent attendance leads to maximum learning opportunities, therefore, attendance policies must support consistency and ongoing participation. When a child has been absent for three consecutive days, the site administrator should contact the family and identify reasons for non-attendance. Programs must put policies in place to determine when children shall be excluded from participation because of non-attendance. These policies must be in writing and given to the

families at time of enrollment. Programs must document all decisions regarding children's continued participation.

Funding and Match Standards

Providing a full range of high quality early childhood services requires both appropriate funding levels as well as significant leveraging of program resources. To ensure equity across the state so that all children have access to quality early care and education, a standard allocation rate has been established. These amounts have been determined to be fair and reasonable based on data collected through the Arizona Department of Education, Early Childhood Block Grant programs and national information on the cost of quality care.¹

1. To be eligible for funding, programs must be located within the Region providing the grant opportunity.
2. The funding formula will be allocated based on the grantee's proposed total (all of grantee and partner entities) service numbers. The grantee must produce a budget for the actual cost of services. If the total per child dollar amount for actual cost of services is less than the allowable allocation, then the rate will be adjusted accordingly so as not to exceed the actual cost of early childhood services. The formula cost per child (to be reviewed annually) will be computed as follows:
 - a. An annual per child rate of \$7,200 for a full day, full year, 12-month program and \$5,400 and for a full day, nine month school year program will be established, and the monthly per child rate of \$600 per month will be used as a basis for prorating the formula.
 - b. An annual per child rate of \$3,600 for a part-time, full-year (12 month) program and no more than \$2,700 per child for a part-time, nine month program will be established with a monthly per child rate of \$300 per month for use in prorating the formula. These rates will be prorated based on the length of the contract and based on the state fiscal year.
3. Startup costs are recognized as a potential expense during a program's first year of expansion. Therefore, up to 20 percent of the total allocation may be budgeted for startup costs and activities. Up to 5 percent of a total allocation may be used for startup costs in subsequent grant periods but only under justifiable circumstances, (e.g. a classroom must be moved to another community campus).
4. Startup costs may include but are not limited to the following:
 - a. Minor repairs or alterations necessary for the safe operation of an early care and education program
 - b. Architectural plans or other requirements for licensure
 - c. Purchase of classroom equipment and supplies
 - d. Licensing fees
 - e. Staff recruitment and marketing

¹ In estimating the costs of early childhood programs, "Meaningful Investments in Pre-K: Estimating the per-Child Costs of Quality Programs," published by the institute for women's Policy Research in 2008. Available at: <http://www.iwpr.org/pdf/G718preknow.pdf>.

5. A match requirement for total cost of services is as follows: Programs must match funds at a minimum of 20 percent of the total cost of services. Matching funds may be provided in cash or through in-kind contributions, fairly evaluated, and may consist of, but are not limited to: building space, IDEA Part B funding, Title I, ECBG funds, migrant funds, Child and Adult Food Care Program (CACFP) funds, and other state, tribal or federal dollars.
6. Programs are expected to braid funding to provide services to the maximum number of children, but shall not supplant any current funding source and shall provide written assurance that the First Things First's funding is not supplanting any currently existing funding.
7. Programs may charge families for wrap-around services (time periods before or after the regular school day), but total funding (parent co-pay, First Things First, and match dollars) may not exceed the total cost of the program.
8. Parent contributions toward the cost of early childhood education must remain affordable for families and are not to exceed 10 percent of the gross family income. Parent contributions plus First Things First funding and match dollars may not exceed the total cost of care. Families experiencing financial hardship may be excused from the requirement of cash payment (documentation of the hardship must be maintained). In lieu of cash payment, additional parent participation is required. (See Family Involvement Standards for ways in which families may volunteer)

Program Quality Standard

High-quality early care and education improves young children's "...health and promotes their development and learning" (Pediatrics, 2005). Ensuring effective implementation of a comprehensive, high quality early care and education program requires alignment with a variety of nationally recognized quality indicators. Arizona currently enlists several methods to identify early childhood programs with a significant commitment to providing high quality care and education. Participation in this grant funding requires a program's strong commitment to quality by meeting the following:

1. Programs in receipt of the grant funding must meet the following criteria:

Early care and education programs participating in First Things First quality, access and affordability opportunities are required to be regulated by any applicable State, Federal or Tribal authority(ies). First Things First (or when applicable, a designated administrative home) has the responsibility for monitoring and verifying that early care and education programs meet the following eligibility criteria for participation:

- Provides early care and education services to children within the three through five age range.
- Complies with requirements of the appropriate certifying, licensing or regulatory authority or authorities and is in good standing with those authorities, and
- Program demonstrates a commitment to quality by one of the following:
 - Is enrolled as a Quality First participant and actively working toward quality improvement, or
 - Is accredited by one of the six national accreditations recognized also by ADE and DES, or
 - Has applied for Quality First (improvement or rating, when available) and does not decline an opportunity to participate.

Curriculum Standard

Research has found that “while no single curriculum or pedagogical approach can be identified as best, children who attend well-planned, high- quality early childhood programs in which curriculum aims are specified and integrated across domains tend to learn more and are better prepared to master the complex demands of formal schooling” (Bowman, 2000). To ensure curricular approaches are used that both meet the individual and developmental needs of children while also providing them with intentionally designed instruction and activities, the following standards are required:

1. Curriculum is designed around children’s interests and needs and aligns clearly with the Arizona Early Learning Standards. Nationally recognized models that align with the state standards and incorporate ongoing assessment to determine instructional needs are given priority over packaged curricula with specifically outlined and prescribed lesson plans. Some examples of appropriate curricular approaches include:
 - a. The Creative Curriculum for Pre-School (www.teachingstrategies.com)
 - b. High Scope Pre-school Curriculum (www.highscope.org)
 - c. Project Approach (www.projectapproach.org)
 - d. Reggio Emilio (www.reggiochildren.com)
2. Planning for children’s learning aligns with the full content of the Arizona Early Learning Standards rather than providing a focus only on language and literacy and/or numeracy development.
3. All programs will follow the most current edition of ADE “Program Guidelines for High Quality Early Education.”
4. All program personnel receive training on using the Arizona Early Learning Standards in the development of appropriate curriculum as part of the initial staff development or when staff members are employed who have not previously completed the training activities.

Child Screening and Assessment Standard

Early identification of children with special needs ensures that young children receive the services and supports necessary to maximize their opportunities for healthy development and learning. School districts are required by statute to “...identify, locate, and evaluate all children with disabilities within their geographic boundaries who are in need of special education and related services” (§300.111 Child Find). Screening activities are a first step in the identification process. Therefore, it is imperative that a comprehensive screening procedure be in place to ensure children are identified and receive the supports they need.

1. All children will receive comprehensive developmental and sensory (vision and hearing) screening within the first 45 calendar days of the first day of attendance in the program in accordance with First Things First Developmental and Sensory Screening Standards of Practice (See Exhibit D)
2. Comprehensive screening must include assessment of children’s cognitive, physical, language/communication, social/emotional and adaptive behavior developmental domains. Additionally, more in-depth social-emotional screenings conducted in the context of children’s daily activities and routines, along with parental input, are encouraged to identify possible needs for further supports related to high risks associated with the low-income population
3. All screening will be conducted in partnership with the local school district(s) to ensure coordinated and seamless efforts are maintained.

4. Programs must ensure that any identified program partners such as districts, Head Start programs, or other community-based providers have either the training or support they need to ensure that screening takes place within the timeframe and in a developmentally appropriate manner. Screening will be conducted only by those who have been trained to administer screening instruments or methods.
5. Follow up referrals and activities that are initiated to secure appropriate services will be documented and tracked to ensure that families receive the information and/or services necessary.

Ongoing monitoring of children's progress for the purpose of guiding instruction and making curricular decisions is a critical part of high-quality programming. Formative assessment activities, including using observation, collecting work samples, and gathering family input are a requirement of this funding opportunity.

1. All programs participating in this opportunity shall use the data collected to document children's achievement using one of the Arizona State Board of Education approved instruments. It is highly encouraged that all of the providers receiving this funding within a specific region use the same assessment instruments as are currently being used by the local school district. Programs with current County/Type/District/Site (CTDS) numbers and will input student assessment data into the Student Accountability and Information System (SAIS) with ADE on the reporting schedule outlined by ADE. For programs without current CTDS numbers, they will be responsible for collecting and maintaining student assessment data and reporting to First Things First in quarterly reporting submissions.
2. Public School entities receiving grants directly through this funding are required to enter student data in the SAIS system for their community-based partners until it is technologically possible for the partners to have direct access into the system.
3. Training in appropriate use of the chosen child assessment is required for all staff not previously trained on the selected instrument/s.

Staff-to-Child Ratio and Class Size Standard

According to Bowman et. al. (2000): ***Both class size and adult-child ratios are correlated with greater program effects.*** Low ratios of children to adults are associated with more extensive teacher-child interaction, more individualization, and less restrictive and controlling teacher behavior. Smaller group size has been associated with more child initiations, more opportunities for teachers to work on extending language, mediating children's social interactions, and encouraging and supporting exploration and problem solving.

To ensure maximum learning opportunities are available to children participating in programs funded through this grant, the following group sizes and ratios are required:

1. Classrooms may not exceed a staff to child ratio of one to ten.
2. Class size may not exceed 20 children.
3. A minimum of one lead teacher and one assistant teacher per classroom for classrooms serving more than ten children is minimum staffing required.
4. When classrooms are used for mixed age groups that include three year olds, or as inclusion settings for children with disabilities, ratios should be adjusted in accordance with the specific needs of the children present. At a minimum, these groups will maintain a staff to child ratio of no more than one adult per nine children and a maximum group size of 18.

Family Involvement Standard

More so than any other individual, the parent plays a central role as the most influential person in a child's life. With this understanding, engaging in a two-way, reciprocal relationship with families is paramount to successful, comprehensive early care and education programming. Studies have confirmed that involved parents improve children's progress and increase their likelihood for later school and life success (Desmione, 1999). According to Epstein, et. al. (1997), "parents need an array of options that she classifies as 'parent involvement types' "each with specific practices for implementation. Programs receiving funding under this grant must involve families in a variety of ways that support some or all of the following types of family engagement:

- Parenting: assisting families with parenting skills and understanding their child's development
 - Communicating: having two-way communications with families about the early childhood program and their children's progress
 - Volunteering: offering a variety of ways for families to volunteer in ways that will support the early childhood program and their child's development
 - Learning at Home: involving families with expanding their children's learning within the home setting, especially using everyday routines
 - Decision-Making: including parents as participants in programmatic decisions, governance and advocacy
 - Collaborating with Community: coordinating resources and services for families, children as well as connecting with local businesses, agencies and other local groups
1. To develop strong family involvement connections, programs in receipt of this funding must create and implement plans for family involvement that align with the effective types of family engagement outlined by Epstein et. al (1997). A copy of the written plan shall be available on-site upon request. Activities outlined in the plan may include but are not limited to the following:
 - a. Home or community visits (initial and ongoing)
 - b. Family conferences
 - c. Classroom visits with options for parents to participate
 - d. Process for family involvement in decision-making about their own children
 - e. Parent satisfaction surveys
 - f. Child progress reports
 - g. Parent nights with family activities and parent education activities
 2. Family engagement activities shall include a focus on involving the family as key decision makers and assessors of the program
 3. Family involvement programs that choose to include community based training activities follow the First Things First community-based family education standards of practice when delivering family education services (see Exhibit B).

Kindergarten Transition Standards

1. As part of ensuring effective collaborations with the community and providing children and families with seamless services as they move to school entry, grantees shall create and implement a written Kindergarten Transition Plan that supports the child and family in making a smooth transition into kindergarten. The transition plan shall include a clearly described partnership between the early childhood provider and the kindergarten program into which each child will enter, whether public or private. Kindergarten transition activities support the following:
 - Child-School Connections to increase children's familiarity with the classroom setting and the people within it.
 - Family-School Connections to increase collaboration and involvement with the school and the transition process.

- School-School Connections to provide children with stable classroom experiences across time²

Community Collaboration Standards³

Both community-based, private providers and public schools are critical to the development of a high quality early childhood education system for young children ages three through five. Financing early childhood education programs through a mixed service delivery model ensures that sufficient resources and standards are in place to support high quality through coordinated community efforts. Additionally, “mixed delivery system” promoted in this strategy offers parents choices on where their children can receive quality early childhood experiences, including in programs located in public schools, Head Start programs, tribal programs, for- and non-profit preschools /centers, and faith-based programs. A true mixed delivery model requires equal and equitable access to programs and funding across early care and education settings. For example, in North Carolina’s *More at Four Program*, about 50 percent of enrolled children are served in public school sites, with 30 percent served in private early childhood settings and smaller proportions in Head Start.⁴

1. All grantees in receipt of this funding, regardless of program type (e.g. public school entity, Head Start, private provider), must develop and implement a written plan outlining how the program will create financial and non-financial partnerships with other provider types in the region to ensure effective parent choice using a mixed delivery service model. A copy of the written plan and the implementation status is submitted to First Things First with the quarterly report and is available during the on-site monitoring visits.
2. When funding is granted directly to a Head Start or public school entity, partnerships are to be established between school districts and community-based providers to implement a mixed model of service delivery. The model requires that public school (including Charters) and Head Start programs develop meaningful financial and non-financial relationships with community-based partners and pass through funding at an equitable level for early childhood education services in the community. A specific percentage of funding must be made available to community-based providers as contractually required and may be increased incrementally to reflect deeper investments in the mixed service delivery model.
3. Coordination and collaboration with all First Things First grantees is critical to develop a seamless service delivery system for children and families. Services and program cannot be implemented in isolation and coordination and collaboration must occur within a region and across regions. First Things First State and Regional Councils will identify opportunities for collaboration and coordination within the regional and across regions. Representatives from each participating school district will be required to attend meetings and workgroups in the region being served to identify, develop, and implement mechanisms around coordination and collaboration.

² Downer, J. (undated). **Successful Kindergarten Transitions: Developing a Community Action Plan** [PowerPoint slides]. Retrieved from Arizona Department of Education

³ Written and signed Memoranda of Understanding, or other documentation of agreement between partners must be submitted as part of a response either to an ISA or RFGA related to this strategy.

⁴ Evaluation of the North Carolina More and Four Pre-Kindergarten Program. (2008). Available at: http://www.fpg.unc.edu/~mafeval/pdfs/year_7_key_findings.pdf

Early Care and Education Expansion Training and Qualifications Standards

Administration of this grant funding falls under certain statutory requirements. Specifically, Public School entities and their partners in receipt of this funding are bound by Arizona Administrative Code R7-2-612, which requires either a provisional or standard early childhood education certificate for those individuals teaching in early childhood education programs.

(Quoted in part) For the purposes of this rule, public school early childhood education programs are defined as education programs provided by local education agencies, including their sub-grantees and contracted providers, for children birth through age 8 for the purpose of providing academically and developmentally appropriate learning opportunities that are standards-based with defined curriculum and comprehensive in content to include all appropriate developmental and academic areas as defined by the Arizona Early Childhood Education Standards or the Arizona K-12 Academic Standards approved by the Board. ...Public school early childhood education programs include, but are not limited to, half day and full day kindergarten programs, Early Childhood Block Grant programs pursuant to A.R.S. § 15-1251, Family Literacy Programs for preschool children pursuant to A.R.S. § 15-191.01, and public school-administered early childhood education programs funded in whole or part with federal funds, such as the Head Start or Even Start programs, provided nothing in these rules conflicts with the terms of the federal grant. Extended day child care programs provided by local educational agencies are not considered early childhood education programs for purposes of this rule unless the program meets the definition of a public school early childhood education program set forth above

Director/Administrator Education and Qualifications

1. At a minimum, directors/administrators (those responsible for the direct supervision of the program and staff; this may include principals, program coordinators, provider owner/director) must hold a Bachelors degree in Early Childhood, Child Development and Family Studies, or Early Childhood Special Education or hold a principal's certificate through ADE.
2. Areas of knowledge and competencies in:
 - Curriculum Development and Planning
 - Administration and Management of Early Care and Education Programs
 - Leadership Development
 - Developmentally Appropriate Practices
 - Children's Health and Safety
 - Arizona Early Learning Standards
 - Arizona Guidelines for High Quality Early Childhood Programs

Teacher Education and Qualifications

- At a minimum, all primary classroom teachers must hold an Associate's degree in Early Childhood or Child Development, and be currently enrolled in an approved bachelor's degree program leading to early childhood teacher certification.
- In accordance with ARS cited above, by July 1, 2012, the primary classroom teacher in grantees that are public school entities and their partners must be a teacher who holds an early childhood certificate or endorsement.
- In accordance with ARS cited above, July 1, 2012, the teaching assistants in grantees that are public school entities and their partners must have a Child Development Associate Credential (CDS) or an Associate's Degree in Early Childhood Education/Child Development.

- To address cultural competency objectives, early childhood providers shall ensure that children and families receive from all staff members effective, understandable, and respectful services that are provided in a culturally competent manner- a manner compatible with their cultural beliefs and practices and preferred language. Early childhood providers should receive ongoing education and training in culturally and linguistically appropriate service delivery. Early Childhood providers should develop participatory, collaborative partnerships with other providers and their communities and utilize a variety of formal and informal mechanisms to facilitate community and family-centered involvement in designing and implementing the National Standards on Culturally and Linguistically Appropriate Services.
- Staff should have the following areas of knowledge and competencies in:
 - a. Typical/Atypical child development
 - b. Developmentally Appropriate Practices
 - c. Classroom Management
 - d. Children’s developmental expectations
 - e. Curricular planning and design
 - f. Children’s health and safety
 - g. Arizona Early Learning Standards
- All program personnel will participate in continuing education to remain current and update skills and knowledge to meet the requirements of this scope of work.
- All personnel will have individualized professional development plans specific to their personal goals and the specific needs of the age group with which they work.

Supervision, Quality Assurance and Evaluation Standards

- Effective programs recognize that building and maintaining quality requires an ongoing and iterative process. Participants and their respective partners shall conduct ongoing, reflective practices that continuously assess the quality and effectiveness of the implementation of the early childhood program. Program assessment is collaborative and conducted in partnership with the district’s Early Childhood Quality Improvement Practices (EQUIP) process.
- Supervision of program personnel is conducted as a collaborative process with mechanisms that support them in challenging situations and provides ongoing and regularly scheduled (no less than monthly) opportunities for discussion to reflect and debrief. Supervision will also include observation, feedback, and opportunities for peer consultation.
- Compensation and benefits are adequate to support the hiring and retention of highly skilled staff.

III. Strategy Implementation Activities

The intent of this strategy is to increase access to high quality, comprehensive early care and education for preschool age children. Implementing a comprehensive early childhood program requires attention to a variety of system components:

- Effective recruitment and enrollment activities that meet the needs of the community.
- Implementation of an appropriate early education curriculum that provides opportunities for children to learn and grow in safe, nurturing and engaging environments.
- Provision of the necessary personnel training needed to implement high quality services.
- Collaboration with the community to ensure families’ access to a variety of resources.
- Partnerships with a variety of early care and education providers in the community to ensure parent choice.

Programs funded under this strategy should be ready or near ready to provide services to children upon application. This strategy is not intended to be used for major construction or renovation projects. Programs with an existing infrastructure requiring minimal startup capital are targeted for this funding. Activities to be conducted include:

Enrollment Activities

1. Conduct ongoing community outreach and recruitment to identify eligible children for services, and to support community awareness and understanding of the financial opportunities.
2. Complete intake procedures that ensure enrolled children are age and income eligible under contract requirements.
3. Implement enrollment procedures that match the contract's priorities of service delivery, (e.g. only 4 year olds, 3 and 4 year olds, children who have never participated in an early childhood program, etc.).
4. Maintain a viable enrollment wait list to ensure required service numbers are sustained throughout the grant period.
5. Enroll eligible children regardless of special developmental or health care needs and promote highly inclusive practices.
6. Develop and implement effective transition activities for children entering the program, moving between program services, and exiting the program.

Implementation Activities

1. Implement a comprehensive early childhood program using a developmentally appropriate practice based curriculum aligned with the Arizona Early Learning Standards.
2. Conduct ongoing, developmentally appropriate, and naturally occurring child assessment for the purpose of monitoring children's progress and making instructional decisions.
3. Provide ongoing staff development to support the implementation of a developmentally appropriate curriculum, effective adult/child interactions and assessments.

Administration Activities

1. Provide appropriate referrals to families for additional evaluation and/or services as needed.
2. Develop and implement a child attendance policy to support children's consistent attendance and participation.
3. Include family involvement and engagement as a component of comprehensive service delivery by providing meaningful opportunities for parents and families to build trusting relationships and be decision-makers in the early childhood program.
4. Develop and implement staff development plans to ensure the ongoing education of program personnel specific to their roles and responsibilities.
5. Conduct ongoing, reflective practices that continuously assess the quality and effectiveness of the implementation of the early childhood program.
6. Collect and maintain child assessment data using an instrument approved by the Arizona Department of Education.
7. Participate in partnership with public schools in their Early Childhood Quality Improvement Practices (ECQUIP) procedures.

Community Collaboration Activities

In order to promote parent choice and a mixed delivery system of early care and education, coordination and collaboration among the various providers within a region are required. Providers incorporated within this system include, but are not limited to, programs located in public schools, Head Starts, tribal programs,

for- and non-profit preschools/centers, and faith-based settings. The activities required for successful coordination and collaboration are as follows:

1. Develop and maintain both financial and non-financial relationships across early childhood program settings as well as share resources and professional development opportunities.
2. Conduct outreach with the various local early childhood education providers in the community for including them in the provision of services under this funding.
3. Participate in cross-regional and statewide coordination efforts that may include additional workgroups and meetings.

References:

Eager to Learn:

Educating Our
Preschoolers

Author: Barbara T. Bowman, M.
Suzanne Donovan, and M.
Susan Burns, *Editors*;
Committee on Early
Childhood Pedagogy;
National Research Council

Publisher: The National Academies
Press

Date: 2000

Desmione, L. (1999). *Linking Parent Involvement with Student Achievement: Do Race and Income Matter?*
In *Journal of Educational Research*, Sept-October (93): 1, 11-30.

Exhibit B

First Things First Parent Education Community-Based Training Standards of Practice

Community-based family education programs work to enable families to build on their own strengths and capacities to promote the healthy development of children. Successful family education programs facilitate the acquisition of parenting and problem-solving skills necessary to build a healthy family. Effective parenting education develops nurturing and attachment to support children's social-emotional development, knowledge of parenting and of child development, parental resilience, and social connections and awareness of support mechanisms available for parents. Research suggests that improving fundamental parenting practices reduces the likelihood of problem behaviors in children. Parent-child relationships can be enhanced through parent training and family strengthening programs.

While these programs come in different forms, they have a common goal of increasing the level of family functioning and promoting healthy child development. Programs are embedded in their communities and contribute to the community building process. Parents should be able to access educational information in their community on a variety of child development topics. Information about where and when parenting education programs are available needs to be easily accessible by all interested persons.

Research indicates that programs that involve both parents and children demonstrate a positive impact upon outcomes. Effective program models may run simultaneous parent-only and child-only sessions followed by family sessions with opportunities to practice new skills. The critical element is that families have opportunities to practice skills with on-site staff guidance.

Based upon Building Bright Futures, regional needs and assets reports, and preliminary information from the Family and Community Survey, we know that Arizona's parents and families with young children need information on child development; to develop parenting skills; and have access to resources. For those who do not qualify or choose to participate in a home visitation program, community-based family education programs serve as another opportunity for Arizona's parents and families to access education, information and resources.

While each First Things First funded community-based family education program may be uniquely designed, they all have a valuable role to play in meeting the complex needs of families and communities across the State of Arizona. First Things First focuses on programs and services that provide children with the best opportunities for school and life success. Funding decisions are based upon a robust process of review to ensure programs are supported by research, value the family and use approaches considered best practice, which are responsive to the needs, identified in a specific Region. First Things First funded programs shall supplement, not supplant, other state expenditures and federal monies received for early childhood development and health programs.

It is expected that community based family education programs funded by First Things First will be offered at no cost, on a voluntary basis. Using a family-centered and strengths-based approach, these programs will offer families:

- A series of classes that provide information and support in each of the core areas: child development, parenting skills, and resource and referral.
- All domains of child development (cognitive, communication, physical, social/emotional and adaptive), age appropriate expectations, developmental milestones and when to have concerns.
- Appropriate child-adult interactions and development of parenting skills (i.e. physical touch, showing affection, spending time together, positive discipline, parental monitoring, early reading, language experiences, and communication)
- Resource and Referral Information-Identify supports and services available to families with young children (e.g. nutrition; obesity; breastfeeding; physical activity; immunizations; oral health; insurance enrollment; participation in consistent medical/dental homes; participation in prenatal care; safety; where to access developmental screening and intervention; vision and hearing screening)

Programs may also help families:

- Identify their natural supports such as peer support.
- Access opportunities to participate in family literacy activities.

Programs will:

1. Provide services to families that are based upon a culture of trust and respect.
 - A. Create a family-centered environment.
 - B. Staff are from the community and have extensive knowledge of community resources
 - C. Structure activities compatible with the family's availability and accessibility
 - D. Demonstrate genuine interest in and concern for families
 - E. Clearly define program objectives with the families upon enrollment: understanding what the program will accomplish helps families become fully engaged in program services.
 - F. Create opportunities for formal and informal feedback and act upon it; ensure that input shapes decision-making.
 - G. Encourage open, honest communication.
 - H. Maintain confidentiality; be respectful of family members and protective of their legal rights.
2. Support the growth and development of all family members; encourage families to be resources for themselves and others.
 - A. Encourage family members to build upon their strengths.
 - B. Reflect the commitment to effectively serve the identified target population with an emphasis on fathers and grandparent caregivers, through publicity/outreach, literature and staff training.
 - C. Help families identify and acknowledge informal networks of support and community resources.
 - D. Create opportunities to enhance parent-child and peer relationships.
3. Affirm, strengthen and promote families' cultural, racial and linguistic identities and enhance their ability to function in a multicultural society.
 - A. Create opportunities for families of different backgrounds to identify areas of common ground and to accept and value differences between them.
 - B. Strengthen parent and staff skills to advocate for themselves within institutions and agencies.

- C. Hire staff who reflect the cultural and ethnic experiences and language of the families with whom they work and integrate their expertise into the entire program.
 - D. To address cultural competency objectives, early childhood practitioners /early childhood service providers shall ensure that children and families receive from all staff members effective, understandable, and respectful care that is provided in a culturally competent manner- a manner compatible with their cultural beliefs and practices and preferred language. Early childhood practitioners /early childhood service providers should ensure that staff at all levels and across all disciplines receive ongoing education and training in culturally and linguistically appropriate service delivery. Early childhood practitioners/early childhood service providers should develop participatory, collaborative partnerships with communities and utilize a variety of formal and informal mechanisms to facilitate community and family-centered involvement to ensure that services are delivered in a manner that is consistent with the National Standards on Culturally and Linguistically Appropriate Services and/or the National Recommendations on Cultural and Linguistic Competence for the National Association for the Education of Young Children.”
<http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=15> and
<http://www.naeyc.org/positionstatements/linguistic>
4. Programs are flexible and continually responsive to emerging family and community issues.
 - A. Be accessible for families.
 - B. Ensure manageable classroom size and appropriate staffing patterns. Calculate classroom size and staffing patterns based upon:
 - C. Space, square footage; for adult-only sessions, there will be a maximum of 25 participants; and
 - D. Number of sessions held for families throughout a calendar week; and
 - E. Program model. For example, for groups that involve both adults and children, staffing patterns must demonstrate appropriate staff to family ratios (e.g. lead instructor and two teachers for eight families with two year olds – while adults receive information from lead instructor, teachers provide care for the two year olds and are available to assist with facilitation of parent-child activities).
 - F. Engage families as partners to ensure that the program is beneficial. Families have regular input and feedback in programmatic planning to meet their needs.
 - G. Develop a collaborative, coordinated response to community needs.
 5. Community-based programs provide ongoing staff development/training to ensure program quality and give staff an opportunity to develop professionally.
 - A. Assess staff skills and abilities. Staff must be able to engage families while keeping a professional rapport.
 - B. Provide ongoing staff development/training on the First Things First Parent Education Community Based Training Standards of Practice principles.
 - C. Supervisors should work with staff to prepare professional development plans.
 6. The Parent Education Community Based Training Standards of Practice are modeled in all activities including planning, governance, and administration.
 - A. The length of employment and experience/education are reflective of high quality staff. Parent and family educators are required to have a minimum of a Bachelors degree in early childhood development, education, family studies, social work, nursing or a closely related field.
 - B. Establish an effective, consistent supervisory system that provides support for all staff members and ensures accountability to participants, funders, and the community.

- C. Establish supervision as a collaborative process with mechanisms that support staff in difficult situations and provides ongoing opportunities for discussion between staff members and supervisors to reflect and debrief. Supervision will also include observation. It is important that supervisors spend time with parent educators in the field to have a sense of how the service is being delivered. This will help supervisors and staff to identify coaching and mentoring opportunities.
- D. All staff work as a team, modeling respectful relationships.
- E. Build a team of staff who is consistent with program goals and whose top priority is the well-being of families and children.
- F. Evaluation and monitoring is a collaborative, ongoing process that includes input from staff, families, program administrators, and community members.
 - 1. Activities, as identified by First Things First, include pre- and post-testing, self-assessment and opportunities for feedback; and
 - 2. Identify outreach, engagement and retention practices; and
 - 3. Programs must demonstrate mechanisms to assess program effectiveness and to implement quality improvements. Programs must participate in data collection and reporting of performance measures to First Things First.

Exhibit C

First Things First Developmental Screening Administration Practices Standards of Practice

I. Description of Strategy

As part of comprehensive system of services to families, some strategies may include the administration of a developmental screening to assist parents and other caregivers in identifying children who may be in need of additional intervention or support services. Developmental screening activities are an integral component of a larger early childhood system and only provide a small snapshot of children's abilities.

Though brief, screening is comprehensive in that it includes a review of children's development in the cognitive, communication, physical, social-emotional and adaptive domains.

First Things First has adopted the following guidance to align with the recommended practices and support the system as a whole.

II. Developmental Screening Administration includes the following activities:

- Obtainment of parental consent.
- Administration of a developmental screening instrument.
- Observation of children in their natural setting where they are comfortable and involved in typical activities and routines such as meals, interactions with siblings, etc.
- Discussion with parents regarding their child's development.
- Interpretation and analysis of screening, observation and discussion results.
- Review screening results with families.
- Make appropriate referrals as necessary to AzEIP, local schools, health care providers, behavioral health professionals or other community resources.
- Coordinate services with other providers (health professionals, AzEIP providers, etc.) to ensure non-duplicative, collaborative activities.
-

III. Developmental Screening Administration Standards:

Screening Locations

- Screenings optimally occur in settings that are closely aligned to a child's natural environment (home, child care center, etc).
- Screening is conducted where there are minimal distractions (e.g. no television or radio playing), but in a setting where the child can be observed while participating in their daily activities and routines.

Screening Tools

- Screening tools used in home visitation models for children birth to three must be approved for use by DES/AzEIP. (See Screening Tools).
- Tools may be either criterion or norm-referenced, but chosen because it is the most appropriate option for use with the child and/or population being screened.
- If using standardized tools (with children ages three – five), instruments must demonstrate at least a .80 reliability level.
- Screening tools used with three – five year olds are age and individually appropriate, meeting the cognitive and motor skills required for participation.

- Screening tools are comprehensive and assess children in all developmental domains: cognition, communication, physical, social-emotional, and adaptive.
- Screening tools for children three to five are designed to capture and hold a child's interest at an age appropriate level while minimizing distraction from other stimuli (approved tools for birth – three are parent report instruments).

Conducting Screening

- Screening is conducted only after determining that no other screening has occurred within the last three months.
- Home Visitor must assess what other services are being received by the family and coordinate screening with other providers that may be responsible for the same or similar activities.
- If no other screening has occurred, screening must be conducted by the child's 9th month, 18th month, 24th month and every six months thereafter.
- Parent or guardian consent to screening is required before screening can occur.
- Screening must include soliciting parent and/or caregiver input beyond use of simple questionnaires.
- Screening must occur in the child and family's primary language.
- Screenings should be combined with additional confirmatory information (parent input, observations, etc).
- A parent or other designated caretaker is present for all screening procedures conducted through home visitation.

Referral Services

- When children's screening results indicate they are suspected of having a delay, parents must be informed immediately.
- Families are provided with the contact information of the appropriate referral designation (AzEIP, health care provider, school district).
- Home visitors follow up with families during each subsequent visit to track progress of referral.
- If barriers arise for the family to access additional evaluation services, the home visitor assesses the family needs and assists the family in identifying ways to remove such barriers.

Training and Qualification Standards

Conducting developmental screening in a home visitation service delivery model requires specific education and skills.

- Educational level: minimum of a bachelor's degree in child development, nursing, early childhood education, child and family studies, or closely related field is preferred.
- All individuals conducting developmental screening will obtain and maintain certification and/ or required training on all of the chosen methods and tools used in screening activities and attend re-certification or additional training courses as required by the tool, the instrument developers, and as it is determined necessary through supervision.
- Personnel who do not meet the preferred education level or are newly trained in developmental screening activities, may only administer developmental screening under the direct supervision of an individual who does meet the training and qualifications standards until it can be documented that the person conducting screening can do so in a reliable manner. This level of supervision is above and beyond the regular supervision activities required in the First Things First Home Visitation Standards of Practice. The supervisor will participate with the home visitor in conducting screenings and review all completed screening instruments until the home visitor is able to

consistently conduct screening in a reliable manner. This can be documented in the home visiting staff's personnel file and family files.

Areas of knowledge and competencies must be demonstrated in:

- a. Typical and atypical child development
 - b. Routines based interviewing practices (see <http://www.fpg.unc.edu/~inclusion/RBI.pdf>)
 - c. Objective child observation
 - d. Appropriate assessment of young children
- Individuals conducting screening will participate in continuing education to remain current and update skills and knowledge regarding developmental screening procedures and child development to meet the requirements of this scope of work.
 - To address cultural competency objectives, programs shall ensure that providers, children and families receive from all personnel effective, understandable, and respectful services that are provided in a culturally competent manner- a manner compatible with their cultural beliefs and practices and preferred language. Consultants should receive ongoing education and training in culturally and linguistically appropriate service delivery. Consultants should develop participatory, collaborative partnerships with providers and their communities and utilize a variety of formal and informal mechanisms to facilitate community and family-centered involvement in designing and implementing the National Standards on Culturally and Linguistically Appropriate Services.
 - Individuals conducting screening receive training and information regarding mandatory reporting. Arizona law requires early care and education staff who suspect that a child has received non-accidental injury or has been neglected, to report their concerns to Child Protective Services or local law enforcement (ARS §13-3620.A).

Supervision, Quality Assurance and Evaluation Standards

- Supervision of individuals who administer developmental screening activities is conducted as a collaborative process with mechanisms that support them in challenging situations and provides ongoing and regularly scheduled (no less than monthly) opportunities for discussion to reflect and debrief. Supervision will also include observation, feedback and opportunities for peer consultation.
- Evaluation of home visitation and developmental screening services utilizes quantitative and qualitative process that includes measures of how effectively children are being identified as early as possible for additional intervention and/or support services.
- Compensation and benefits are adequate for supporting high quality staff and retention of that staff.

Screening Tools

Excerpt from the DES/AzEIP TBM Manual, Chapter 4

1. The core team uses screening processes, as appropriate, with an AzEIP-approved screening tool. The following screening tools are approved to determine whether a child is suspected of having a developmental delay:
 - a. PEDS (Parents Assessments of Developmental Status)
 - b. Ages and Stages Questionnaire
 - c. Ages and Stages Questionnaire: Social Emotional Scale (this tool would need to be supplemented by another tool to ensure all areas of development are covered)
 - d. Battelle Developmental Inventory Screening Test.

Exhibit D

First Things First Sensory Screening Standards of Practice

Training and Qualifications

- Maintain certification and current training for staff on the methods and tools used in screening activities throughout their contract, attending re-certification training courses at the state-approved intervals.
- Grantees may use varying methods to ensure training of staff provided they match the requirements of the tool or instrument developer/manufacturer. Grantees may incorporate use of videos, screening training kits, or interactive web training as a method of training screeners.

Screening Locations

- While screening can occur in wide variety of settings, screenings that are conducted in environments where families maintain ongoing connections (such as child care centers) are preferred. The administration of screening at such locations will facilitate the follow up process, and ensure that routine screenings occur at recommended intervals. Screenings should ideally first occur in a medical home setting.
- Screenings should occur in a quiet, well-lighted, non-distracting environment.
- Screenings optimally should occur in settings that are closely aligned to a child's natural environment (for example, where children typically are such as a home or child care center or other location with which the child has familiarity and is comfortable).

Screening Delivery and Referral Procedures

- Screenings activities and their results must be kept confidential. Parent or guardian consent to screening is required before screening can occur. If a referral is necessary based on screening results, parental consent must be provided before results may be forwarded to another provider or agency.
- Screening must be conducted in the child's primary language.
- Grantees must maintain awareness and knowledge of local systems and available services to which children and families may need to be referred for additional evaluation or support.
- A parent or other designated guardian must be present during all screening procedures.

Screening Tools

- Screening instruments should be sensitive enough to identify problems, and specific enough to prevent unacceptable over referrals.
- Screening tools should be designed to capture and hold a child's interest at an age appropriate level while minimizing distraction from other stimuli.
- Screening tools used must be age appropriate, meeting the cognitive and motor skills required for participation.
- Screening tools should be designed to actively engage a young child, giving the tester the opportunity to observe and interact with the child during the screening process.
- Screening tools must be free from bias and appropriate to the population on which they are used.

Specific Standards Related To Types of Sensory Screening

Hearing

- Hearing screening should be performed using age appropriate, standardized screening tools, equipment and/or assessments.
- Hearing screenings require a quiet environment with ambient noise levels on average of less than 50 dB SPL. Although the space requirement is minimal, it is important that the hearing screenings be conducted in a room separate from the rest of the screening.
- Audiometers, if used, should be equipped with a full headset (two earphones), while audiometers equipped with only one earphone utilizing a handled method should be avoided.
- Hearing and vision screeners should have additional, child friendly manipulatives available to help elicit results beyond the use of hardware and charts.
- All devices to test hearing shall have periodic testing for accuracy and proper functioning and include any required certificates stating that these standards have been met.

Vision

- Vision screening would be performed using age appropriate, standardized screening tools and/or assessments.
- Vision and gross motor skills screenings should be conducted in areas that have minimal distraction, are well lighted, and have space appropriate for the test being used.
- Hearing and vision screeners should have additional, child friendly manipulatives available to help elicit results beyond the use of hardware and charts.

Exhibit E

STANDARD TERMS DEFINED

As used in these Instructions, Special Terms and Conditions and Uniform Terms and Conditions, the terms listed below are defined as follows:

1. *"Application"* means bid, proposal, quotation or what is submitted in response to an RFGA.
2. *"Applicant"* means a person who responds to a RFGA.
3. *"Attachment"* means any item the RFGA that requires an Applicant to submit as part of the Application.
4. *"Contract"* means the combination of the RFGA, including the Instructions to Applicants, The Uniform and Special Terms and Conditions, and the Specifications and Statement of Scope of Work; the Application and any Application Clarifications; and any RFGA Amendments or Contract Amendments.
5. *"Contract Amendment"* means a written document signed by the Grants and Contracts Procurement Officer that is issued for making changes in the Contract.
6. *"Days"* means calendar days unless otherwise specified.
7. *"Exhibit"* means any item labeled as an Exhibit in the RFGA or placed in the Exhibits section of the RFGA. Exhibits are typically resource materials.
8. *"Grantee"* means any Applicant whose Application has been accepted and has been awarded a Grant with First Things First.
9. *"Grants and Contracts Procurement Specialist"* means the person, or his or her designee, duly authorized by First Things First to enter into and administer Contracts and make written determinations with respect to the Contract.
10. *"May"* indicates something that is not mandatory but permissible
11. *"RFGA"* means an a Request for Grant Application
12. *"RFGA Amendment"* means a written document that is signed by the Grants and Contracts Procurement Specialist and issued for making changes to the RFGA.
13. *"Shall, Must"* indicates a mandatory requirement. Failure to meet these mandatory requirements may result in the rejection of an offer.
14. *"Should"* indicates something that is recommended but not mandatory. If the Applicant fails to provide recommended information, the State will evaluate the offer without the information but reserves the right to clarify the recommended information.
15. *"State"* means the State of Arizona, Early Childhood Development and Health Board also known as First Things First who executes the Contract.
16. *"State Fiscal Year"* means the period beginning with July 1 and ending June 30.
17. *"Subcontract"* means any Contract, express or implied, between the Grantee and another party delegating or assigning, in whole or in part, the furnishing of any service required for the performance of the Contract.

Exhibit F

SAMPLE CERTIFICATE OF INSURANCE

Prior to commencing services under this contract, the Grantee must furnish the state certification from insurer(s) for coverages in the minimum amounts as stated below. The coverages shall be maintained in full force and effect during the term of this contract and shall not serve to limit any liabilities or any other Grantee obligations.

Name and Address of Insurance Agency:		Company Letter:	Companies Affording Coverage:		
		A			
		B			
Name and Address of Insured:		C			
		D			
LIMITS OF LIABILITY MINIMUM - EACH OCCURRENCE		COMPANY LETTER	TYPE OF INSURANCE	POLICY NUMBER	DATE POLICY EXPIRES
Bodily Injury Per Person Each Occurrence Property Damage OR Bodily Injury and Property Damage Combined			Comprehensive General Liability Form Premises Operations Contractual Independent Contractors Products/Completed Operations Hazard Personal Injury Broad Form Property Damage Explosion & Collapse (If Applicable) Underground Hazard (If Applicable)		
Same as Above			Comprehensive Auto Liability Including Non-Owned (If Applicable)		
Necessary if underlying is not above minimum			Umbrella Liability		
Statutory Limits			Workmen's Compensation and Employer's Liability		
			Other		

State of Arizona and the Department named above are added as additional insureds as required by statute, contract, purchase order, or otherwise requested. It is agreed that any insurance available to the named insured shall be primary of other sources that may be available.

It is further agreed that no policy shall expire, be canceled or materially changed to affect the coverage available to the state without thirty- (30) days written notice to the State. This Certificate is not valid unless countersigned by an authorized representative of the insurance company.

Name and Address of Certificate Holder:

Date Issued: _____

Authorized Representative: _____

Exhibit G**LINE ITEM BUDGET FOR LISTING MATCHING FUNDS**

While you must use this format, you may reproduce it with Word Processing or Spreadsheet software. **Limit your budget line items to the budget categories and to the budget subcategories listed.**

Budget Category	Line Item Description	Requested Funds	Matching Funds AND Source**	Total Cost
PERSONNEL SERVICES		Personnel Services Total		\$
Salaries				
EMPLOYEE RELATED EXPENSES		Employee Related Expenses Total		\$
Fringe Benefits or Other ERE				
PROFESSIONAL AND OUTSIDE SERVICES		Professional and Outside Services Total		\$
Contracted Services				
TRAVEL		Travel Total		\$
In-State Travel				
Out of State Travel				
AID TO ORGANIZATIONS OR INDIVIDUALS		Total Aid to Organizations or Individuals		\$
Subgrants or Subcontracts to organizations/agencies/entities				
OTHER OPERATING EXPENSES		Other Operating Expenses Total		\$
<ul style="list-style-type: none"> • Telephones/Communications Services • Internet Access • General Office Supplies • Food • Rent/Occupancy • Evaluation (non-contracted and non-personnel expenses) • Utilities • Furniture • Postage • Software (including IT supplies) • Dues/Subscriptions • Advertising • Printing/Copying • Equipment Maintenance • Professional Development/Staff Training • Conference Workshops/ Training Fees for Staff • Insurance • Program Materials • Program Supplies • Scholarships • Program Incentives 				
NON-CAPITAL EQUIPMENT		Non-Capital Total		\$
Equipment \$4,999 or less in value				
Subtotal Direct Program Costs:		\$	\$	\$
ADMINISTRATIVE/INDIRECT COSTS		Total Admin/Indirect		\$
Indirect/Admin Costs				\$
Total		\$	\$	\$

**END OF REQUEST FOR GRANT
APPLICATION**

FTF-RC002-11-0293-00